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AUTHOR Tarwater, James R.; Schmidt, Susan
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ABSTRACT

This report describes the Integrated Services Consultant Model (ISCM) and the strategies used in implementing the model in 12 elementary schools in southern California. A reprint from the November 1986 issue of "Focus on Exceptional Children" of an article by Lenny Reisberg and Ronald Wolf titled "Developing a Consulting Program in Special Education: Implementation and Interventions," is presented as background information. The concerns which led to development of the ISCM, its advantages, and its goals are outlined. The report then presents: (1) procedures for staff to use when initiating pre-referral intervention and when making a student referral for assessment and determination of eligibility for special education; (2) responsibilities of the specialist consultants and examples of their services to teachers and students; (3) a copy of a proposal to reform special education, presented by the State Director of Special Education to the Advisory Commission on Special Education, covering student identification, assessment, curriculum, and service delivery; (4) components of an integrated program plan, including person(s) responsible and a timeline; (5) specific procedures for implementation of the model by the reading specialist, language/speech/hearing specialist, and the resource specialist; and (6) various administrative forms, including a consultant referral form and a pupil progress form. The report concludes with an outline of the positive aspects of the resource consultant model and a set of suggestions on how other schools may introduce and implement the model at their own sites. (JDD)

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SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

INTEGRATED SERVICES CONSULTANT MODEL

The California State Federation
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38th Annual Conference
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SOUTH BAY UNION SCHOOL DISTRICT
601 Elm Avenue
Imperial Beach, CA 92032
(619) 575-5900

INTEGRATED SERVICES CONSULTANT MODEL

Prepared by: James R. Tarwater, Ed.D., Assistant Superintendent, Instructional Services
Susan Schmidt, Director, Pupil Personnel Services

Presentors: Susan Schmidt, Director, Pupil Personnel Services
Kathy Roberts, Program Specialist
Sherry Owens, Reading Specialist
Tami Holtz, Language/Speech/Hearing Specialist
Ann Cole, Resource Specialist

INTRODUCTION

The South Bay Union School District is a K-6 elementary school system serving approximately 8,800 students at twelve elementary schools in the Imperial Beach and South San Diego area. It is the most southwesterly school district in the continental United States. Twelve elementary schools serve a student population which is diverse and growing. There is a strong commitment to instructional excellence and District CAP scores and CTBS-U scores have shown dramatic increases over the last three years.

INTEGRATED SERVICES CONSULTANT MODEL

During the 1987-88 school year the South Bay Union School District implemented three four-track, year-round schools with the support of the staff and community. At the same time the Integrated Services Consultant Model was implemented at these three schools. The nine traditional schools clamored to be allowed to implement the model as well. At the option of schools, implementation of the Integrated Services Model spread rapidly. In 1988-89 all twelve schools were designated as school-based coordinated programs and all have implemented the Integrated Services Consultant Model.

It is our goal to share the Model and the strategies used in implementation to assist others in making a smooth transition to a more effective delivery system for special education and at-risk students. Samples of schedules and communications which may be of assistance are included for your use.

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OVERVIEW

GETTING STARTED

1. Start with an idea - Use a research-based rationale
2. Form task force - representative committee
3. Visit selected sites
4. Develop your model
5. Garner top level support
6. Inservice Principals
7. Inservice Specialists
8. Inservice School Staffs - District Level Presenters and/or School Site Combination (School site not recommended alone)
9. Try it!!
10. Continue advanced inservice for specialists
11. Modify it

They Won't Let You Remove It!!!

INTRODUCTION

South Bay Union School District has historically supported the Least Restrictive Environment for students with exceptional needs as intended by P.L. 94-142. Preliminary research on effective special education programs has indicated that an "effective program ensures the availability of a comprehensive curriculum and continuum of services, so that students with disabilities are able to participate fully in the school program with their non-disabled peers to the maximum extent possible," and that "the instructional program be appropriately derived from regular education curricula. An effective program also provides for communication and coordination across the various program components." (Effectiveness Indicators, for Special Education, 1986, National RRC Panel) Madeleine C. Will, Assistant Secretary for the Office of Special Education, states "this so-called pull-out approach to the educational difficulties of students with learning problems has failed in many instances to meet the educational needs of these students and has created barriers to their successful education." (Exceptional Children, Feb. 1986)

This model is applicable to all pull-out and support services: Miller-Unruh, speech and language, resource specialist program, bilingual assistance, and psychologist.

This model will also require the implementation of a pre-referral system which will involve a problem-solving process between regular and special education teachers and thus increase collaborative efforts to share teaching skills and instructional materials in meeting the educational needs of all students. Through this system, reductions in referrals to special education should result and fewer special education placements would occur.

In order to provide the most effective education for individuals with exceptional needs in the least restrictive environment, South Bay Union School District will be moving to implement special education services to students with exceptional needs in the regular classroom when appropriate. By doing this, students will receive the complete regular academic curriculum, within the normal environment, with fewer disruptions, and scheduling problems. This program will provide additional support to low ability students who do not qualify for special education services, maximize mainstreaming of special education students in the regular education program, and minimize the stigma generated by being identified as an individual with exceptional needs. In essence, the special education staff will be mainstreamed into regular education classes.

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FOCUS on EXCEPTIONAL children

Developing a Consulting Program in Special Education: Implementation and Interventions

Lenny Reisberg and Ronald Wolf

Service delivery models used to educate handicapped students have been influenced by a variety of factors. Requirements in Public Law 94-142 to educate students in the least restrictive environment, research examining the efficacy of special education programs (Dunn, 1968; Goldstein, Moss, & Jordan, 1965; Sindelar & Deno, 1978), research into the effects of labeling (Hobbs, 1975; Reger, 1979), and criticisms of current identification practices (Ysseldyke, 1979, 1983) have encouraged schools to educate handicapped students in environments other than self-contained settings. The direction toward educating handicapped students in the least restrictive environment has had the greatest impact upon individuals identified as mildly handicapped. This includes students in the categories of behavioral disorders, learning disabilities, and mild mental retardation, as well as students referred to as slow learners, underachievers, or educationally handicapped (Deshler, Schumaker, Alley, Warner, & Clark, 1982; Madden & Slavin, 1983).

To educate mildly handicapped students in the least restrictive environment, special education efforts historically have attempted to provide direct academic interventions in resource room settings to improve students' academic skill achievement and thus allow the students to function effectively in the regular classroom. One important assumption in this model is that mildly handicapped students can be appropriately educated largely in regular education settings, and one means of achieving this goal is to improve the cooperation between regular and special education teachers.

Although educators have achieved no consensus, research and professional opinion have supported efforts to provide appropriate education programs for mildly handicapped students within the regular classroom setting (Bickel & Bickel, 1986; Wang & Birch, 1984). The utilization of sound instructional practices is thought to meet the needs of a large number of special education students while allowing them to remain in the regular classroom (Heller, Holtzman, & Messick, 1982). Placing handicapped students in regular classes, however, has placed increased instructional and management demands on regular classroom teachers (Gerber, 1986). Therefore, to educate handicapped students in the least restrictive environment, regular educators must receive supporting and collaborative services from special educators.

Dr. Reisberg is Chairperson of the Special Education Unit of the School of Education, Pacific Lutheran University. Dr. Wolf is Research Assistant Professor of Special Education, West Virginia University.

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The focus on consultation and collaboration between special and regular educators has a long history of support (Wiederholt, Hammill, & Brown, 1983; Aloia, 1983), but integrating this model with the research and suggestions offered by school improvement (Goodlad, 1984; Loucks-Horsley & Hergert, 1985; Pratzner, 1984) and effective school research (Good & Beckerman, 1978; Hunter, 1984; Rosenshine, 1983; Stallings & Kaskowitz, 1974) is needed to best educate handicapped students in the mainstream. Toward this end this article will focus on implementation of a consulting teacher model and on effective interventions for mildly handicapped students in regular education settings.

CONSULTATION RATIONALE AND BACKGROUND

Definitions

Numerous definitions have been set forth for consulting and what may encompass consultant programming efforts (Cohen, 1982; Hawisher & Calhoun, 1978; Idol-Maestas, 1983). For purposes of this paper, we will base our programming suggestions on the definition offered by Idol-Maestas. This definition identifies consultation as *any support offered to regular classroom teachers to assist them in the education of mildly handicapped students*. Furthermore, Idol-Maestas suggested that to facilitate mainstreaming, teachers must spend 20% to 40% of their school day in consultation-related activities.

Although this definition may be somewhat broad in scale, it does provide personnel a framework from which to focus their programming efforts. Consulting tasks may include discussing educational problems, presenting ideas for use in the regular classroom, inservice, coordinating programs, observing in the regular classroom, performing curriculum-based assessments, and demonstrating instructional techniques (Knight, 1976; Wiederholt, Hammill, & Brown, 1983).

The consultant role for special education personnel has received a great deal of support within current literature (Friend, 1984; Idol-Maestas, 1983; Lilly & Givens-Ogle, 1981; Paolucci-Whitcomb & Nevin, 1985). The goal of helping special education students "catch up" with their nonhandicapped peers by receiving instruction in resource room settings only has resulted for many in further isolation and discrepancy from the task demands of the regular classroom setting (Salvia & Ysseldyke, 1985; Ysseldyke & Algozzine, 1983). Special education services delivered in settings outside the regular classroom or with supplantive curriculum materials rather than with curriculum used in the regular settings may be criticized as leading to a fractionalized set of goals and objectives and for lacking

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generalization and transfer to the regular setting (Anderson-Inman, Walker, & Purcell, 1984; Idol-Maestas, 1983; Ito, 1980; Vaac, 1975). Social and academic isolation of mildly handicapped students from the mainstream setting has led educators to suggest greater coordination between regular and special education (Stainback & Stainback, 1984). This is supported by evidence suggesting that many mildly handicapped students can profit from a variety of instructional practices delivered within the regular classroom (Knight, Meyers, Paolucci-Whitcomb, Hasazi, & Nevin, 1981; Miller & Sabatino, 1978; Wang & Birch, 1984; Wixson, 1980).

The Need for Consultation

Several studies have found that regular classroom teachers possess negative attitudes toward mainstreaming (Gallagher, 1985; Hudson, Graham, & Warner, 1979; Ryor, 1978). Also, Idol-Maestas and Ritter (1985) reported that some 22% of recent graduates from a consultant preparation program found colleagues resistant to consultation. Other studies have shown that regular educators perceive themselves as lacking skills and needing assistance to successfully implement mainstreaming (Hudson, Reisberg, & Wolf, 1983; Ryor, 1978).

A study by Speece and Mandell (1980) found that regular education teachers rated nine support services as critical for effective mainstreaming but that these services were provided infrequently. Among these were: meeting informally to discuss student programs, scheduling meetings to evaluate progress, and providing and suggesting materials for classroom use.

Contrasted with regular educators' resistance to mainstreaming and the stated need for support and assistance, the perceived need by teachers in the field of special education for training in specific consulting skills is not conclusive when reviewing the existing literature. Teachers express need for a consultant role but identify only very global areas in which they think further training may be needed (Friend, 1985). In contrast to teachers' perceptions of their need for further training, Aloia (1983) found that special educators rated themselves as being less competent and confident in their ability to work as consultants when compared to their ability to deliver direct instruction and meet their role demands as resource room teachers.

Schmid, Algozzine, Wells, and Stoller (cited in Mercer, 1983) reported that surveyed special education teachers ranked consulting with regular educators seventh when identifying teacher goals from most to least important. The same group identified remediation of academic skills as the most important teaching goal. Not surprisingly, these same teachers reported that their time spent in consulting with regular educators was fourteenth of fifteen identified tasks.

In other studies (Evans, 1980; Neel, 1981; Vasa, 1982) resource room teachers reported spending 5% to 7% of their school day in consultation-related activities. These data may not be a reflection on the perceived need for special educators to serve as consultants to regular educators but more a reality of the time constraints placed upon special educators' daily schedules. Teachers may be saying that while they support a consultant role within the school system, they do not have the time to do it without some modifications in their job descriptions and role.

Additional data that seem to support this notion have been presented by Idol-Maestas and Ritter (1985). In a survey of recent graduates from a resource/consulting teacher program, over one-half of the 24 teachers reported that consultation was one of their responsibilities but that time constraints were a major obstacle in their ability to function in that role. Other barriers reported by the teachers were: failure to promote the consultant role; failure to develop a specific program or plan for consultation; and lack of administrative or colleague support.

Still other information related to skill development for the consultant role, as reported by teachers, has pointed up a lack of specific training in a variety of areas (Friend, 1984; Haight & Molitor, 1983). These usually have focused upon global areas of conducting inservice training, human relations, public relations, and counseling. Aloia (1983) found that special educators rated themselves as significantly less able to consult with regular educators in the areas of informal assessment, formal assessment, staff relations skills, parent relationships, and use of paraprofessionals. These findings would seem to indicate that teachers' greatest concerns lie in the areas of "how to" consult rather than upon the specific content to be delivered.

Although we strongly support the need for special educators to develop facilitative interpersonal communication skills, this article takes a different perspective—focusing instead on the content of the information that consultants will share and upon overcoming the administrative and attitudinal barriers to consultation. The same curricular approaches or instructional procedures that have been employed in the special education setting may not be appropriate for the regular classroom. Likewise, teachers' reports of lack of time and administrative support for their role as consultants call for an implementation approach that minimizes resistance and facilitates shared responsibility and ownership. (Readers are referred to DeBoer, 1986, for details on the communication process not addressed in this paper.)

CONSULTATION MODELS

Various consultant models have been identified and delineated for numerous occupations and philosophical orientations. These include clinical, mental health, education and training, and behavioral—to name a few (Bergan, 1977; Gallessich, 1982; Tombari & Davis, 1979). A report prepared by Dissemin/Action on consultation programs nationwide identified 24 college and university programs designed to prepare special educators to serve as consultants (Idol-Maestas et al., 1985).

To date, most consultant models and teacher preparation programs have relied heavily on a behavioral orientation (Cipani, 1985; Heron & Harris, 1982; Knight, Meyers, Paolucci-Whitcomb, Hasazi & Nevin, 1981). This perspective concentrates on targeting problem areas resulting from a consultee's lack of training or experience and delineating these problems in observable, measurable terms. Interventions then are developed to either increase or decrease the target behaviors. In the behavioral models heavy emphasis is placed upon procedures for specifying goals and objectives, collecting data, and evaluating student performance.

A process approach (Brokes, 1975) also is generally advocated, emphasizing a cooperative approach to problem identification, problem solving, and a shared responsibility for implementing solutions. This client-centered approach is designed to promote cooperation and teacher independence and to minimize resistance.

One model for behavioral consultation has been proposed by Cipani (1985). This model incorporates a three-phase approach and a content focus within a consultant's role. Its goals are the identification of learner behaviors, interventions, and evaluation. Cipani has referred to these tiers as: (a) developing consultation objectives; (b) designing and implementing objectives; and (c) implementing quality assurance. In short, this is a program approach to implement principles of applied behavior analysis in developing prescriptions for the regular classroom setting.

The University of Illinois Resource/Consulting Teacher Program is an example of a teacher education program designed to prepare consulting teachers (Idol-Maestas, Lloyd & Lilly, 1981; Idol-Maestas, 1983). This program has a two-tiered approach to training. Students are trained in both the process and content of consultation. The process emphasizes effective problem-solving and communication skills, and the content stresses empirically-based instructional methods. These methods include applied behavioral analysis, direct instruction, mastery learning, repeated reading, peer and cross-age tutoring, curriculum-based assessment, behavior modification, generalization training, and material modification.

Project ConSEPT at Pacific Lutheran University (Idol-Maestas et al., 1985) consists of a two-course, 6-semester-hour program designed to prepare graduate students to function as consultants. The two consultation courses are part of a 32-semester-hour master's program. Project ConSEPT shares a philosophy similar to that of the Illinois model. One course is directed at the content of consultation, including implementation strategies, data-based instruction, curriculum-based assessment, peer and cross-age tutoring, direct instruction, cooperative learning groups, and generalization. The second course covers interpersonal communication skills including effective listening skills, providing feedback, developing empathic and respectful response styles, and developing problem-solving strategies.

The Vermont Consulting Teacher Training Program (Paolucci-Whitcomb & Nevin, 1985) is another comprehensive program approach based upon behavioral principles for consulting (Bergan, 1977). It has been described as a teacher training model (Lilly, 1972) with a triadic perspective of consultation (Tharpe, 1975). This view identifies three factors in the consultant process: (a) the consultant, (b) the mediator, and (c) the target learner. A major objective of the program is to develop consultants' skill levels that will enable them to influence the relationship between the mediator and the targeted learner. The mediator—in this case, the regular classroom instructor—is identified as the change agent, or the person responsible for delivering the intervention to the student(s). The consultant facilitates the problem-solving process, serving as a resource and sharing responsibility with the regular classroom teacher for identification of the appropriate content and instructional process.

Other consulting programs (Idol-Maestas et al., 1985) share the common philosophy that with appropriate planning and interventions, appropriate educational programs can be provided to mildly handicapped students largely in mainstreamed settings. Although proponents of the consulting model have reported data supporting this notion (Knight, Meyers, Paolucci-Whitcomb, Hasazi & Nevin, 1981; Miller & Sabatino, 1978; Wang & Birch, 1984; Wixson, 1980), obstacles to adopting a successful consulting program occur in implementation and development of effective content for mainstream programs. Teachers wishing to serve as consultants have noted a lack of time and administrative support for consultation (Idol-Maestas & Ritter, 1985), as well as teacher resistance to mainstreaming (Gallagher, 1985).

The following section will discuss methods for effectively implementing a consulting teacher model. Then suggestions for appropriate interventions for the regular classroom will be given.

is to develop products and train teachers. A consulting teacher program is not without its own particular paperwork; forms for documenting the use of staff time and for detailing the decisions made during consultation meetings are needed. Development of curriculum-based assessments to chart students' growth and classroom observation forms also are essential. This type of effort is best accomplished through team rather than individual teacher effort.

Teacher training is needed in the use of forms, methods of selecting students, and the interventions to be utilized. All faculty involved in the target schools should have some awareness of and preparation for implementation of the model. More intensive training may be given to those with direct responsibility, and in building the teams responsible for implementing the program in their sites.

Stage 4: Implementation

At this point the consulting model is carried out. Maintaining close communication between building teams at the various project sites can lend support to participants and help solve unexpected problems. The value of networks (Quinby, 1985) is evident at this stage. Teachers endeavoring to develop a consulting model may receive material support and assistance by participating in networks or teacher assistance teams.

Formative and summative data should be collected to evaluate the project's success. Possible sources of data include: (1) student growth in academic and affective areas, (2) program cost, (3) attitudes and skills of regular teachers, (4) attitude of administrators, (5) parent attitudes, and (6) consulting teachers' perceptions of success. Sufficient time (at least 18 months) must elapse before a project is thoroughly established and a true picture of its value is known.

Stage 5: Maintenance

Based on results of the evaluation, changes in the program might be indicated. Teachers should know that the initial model is a trial step, and that while commitment to the general principles is strong, alterations can be made if problems arise. Knowledge that the initial model is not final, that program success does not rest on initial perfection, and that changes will occur if needed can help reduce anxiety and resistance. Furthermore, at this stage plans to extend the project may be implemented, new participants trained, secure and stable resources obtained, and staff commitment renewed.

Although no plan can assure project success, the lack of careful project development may well doom it to failure. The steps in this model are offered only as suggestions that can be adapted to individual school or district needs. The important point is to develop a sequenced and patient approach to development of a consultation program.

CONSULTING INTERVENTIONS

Many suggestions have been made regarding the adaptation of instruction and instructional materials for mildly handicapped students in the mainstream (Blankenship & Lilly, 1981; Lewis & Doorlag, 1983; Wood, 1984). In evaluating and selecting strategies for consultation programs, two factors must be kept in mind: (1) Time demands on the teachers required by the suggested interventions must be reasonable, and (2) the interventions should address both the instructional needs of mildly handicapped students and be compatible with current knowledge regarding effective instruction.

Furthermore, though many interventions are valuable for mildly handicapped students (e.g., material adaptation or rewriting texts), we suggest that projects also formally adopt an intervention model. This will give direction to teacher training and intervention activities.

Regular educators, who are faced with large classes and a variety of instructional demands, may be unwilling and resistant to implement interventions for a variety of reasons. Interventions may be seen as being too complex, time consuming, aimed at only a few children, or disruptive to the general classroom program.

Bloom (1984) has recommended that research into means for improving student achievement focus on practical methods—those that the average teacher can learn in a brief period of time and require little additional cost or time. The same recommendation can be made regarding interventions adopted for handicapped students in the regular classroom. Interventions with the best chances for successful adoption ar direct, benefit other children in the class, and are easy to mplement and maintain.

Recent research into the learning characteristics and styles of mildl handicapped students have found that they spend less time on task (McKinney & Speece, 1983; Feagans & McKinney, 1981; Sherry, 1982); are more distractible than peers (Richey & McKinney, 1978); have difficulty forming positive peer relationships (Bryan & Bryan, 1977); and fail to deploy cognitive resources effectively (Alley & Deshler, 1979; Lewis, 1983; Ross, 1976; Torgeson, 1980). These students also may fail to develop skills to an automatic level (Samuels, 1979; Sternberg & Wagner, 1982). With these

characteristics in mind, a major goal for the instruction of mildly handicapped students would be to increase the student's active engagement and provide direct instruction and sufficient practice opportunities for skill acquisition (Lewis, 1983; Wiens, 1983).

Fortunately, a variety of instructional procedures addressing these variables has been developed. Many of these recommendations also can be efficiently implemented in a regular setting. Research on *effective teaching*, while aimed at improving achievement for all students in the classroom, can have a significant effect on improving instruction for mildly handicapped students (Ausubel & Robinson, 1969, Berliner, 1979, 1984; Bloom, 1984; Carnine & Silbert, 1979, Englert, 1984; Hunter, 1984; Rosenshine, 1983). The use of *cooperative learning groups* and *peer or cross-age tutoring* fosters integration and acceptance of low performers in the classroom and also allows them to receive individual instruction and extra practice opportunities (Anderson, 1985; Idol-Maestas, 1983; Jenkins & Jenkins, 1981, 1985; Johnson, Johnson, Holubec, & Roy, 1984).

Other methods such as repeated readings (Samuels, 1979), sound-sheets (Idol-Maestas, 1983), learning strategies and study skills (Deshler, Schumaker, Lenz, & Ellis, 1984) can be implemented in regular classroom settings. These blend well with the other cooperative learning, direct instruction, and peer tutoring models.

Effective Teaching

In the last few years research examining classroom variables correlated with higher achievement in students has been published (Berliner, 1979; Bloom, 1984; Brophy, 1983; Good & Beckerman, 1978; Stallings & Kaskowitz, 1974). Bloom (1984) reviewed research designed to examine the relative effects of a variety of instructional techniques on achievement. The techniques were compared to conventional instruction to determine their effectiveness in improving academic performance. The most powerful intervention was found to be *tutorial or one-to-one instruction*. Although this approach may not be feasible for the classroom teacher, other methods using one-to-one instruction, such as peer and cross-age tutoring, may fit well in a regular classroom setting.

The next most powerful variable was found to be the use of *specific reinforcement*. Providing students with contingent reinforcement was found to increase students' achievement 1.2 standard deviations over conventional instruction. Other variables yielding large effect sizes on achievement include the use of feedback and specific correctives, provision of cues and explanations, increasing student participation, increasing time on task, cooperative learning, graded homework, improving classroom morale, teaching prerequisite skills, home environment interventions, and peer and cross-age tutoring.

Englert (1984) has summarized much of the effective change research and organized it into three major domains: classroom management, instructional organization, and teaching presentation. Many of the suggested teaching and organizational suggestions encompassed by this research have the effect of increasing allocated time, engaged time, student attention, and the clarity of instruction. By using these suggestions as part of the content for consultation, consulting special education teachers can focus on interventions that apply to the entire classroom, benefit the handicapped students, and be relatively easy to implement.

Classroom Management

Competencies noted by Englert (1984) as important in classroom management include classroom organization and the use of classroom rules and procedures. She suggested that teachers examine the physical arrangement of their classrooms so that students do not disrupt others when moving through the classroom during typical activities (e.g., sharpening pencils, turning in work). The teacher also is advised to examine procedures for dealing with nonacademic business, such as lunch count and attendance, by finding efficient means of completing these functions (perhaps through student helpers or aides). Also, procedures for dealing with students' requests for assistance, volunteering in class, and transitioning between activities should be examined and altered to make them less time consuming and more efficient.

By attending to these variables it is possible to increase the amount of time available in class for instruction. These suggestions, along with other means for reducing time spent in nonacademic tasks, can yield significant increases in academic achievement when that time is utilized appropriately.

The effective teaching literature also focuses on teaching and maintaining rules and procedures (Englert, 1984). It is suggested that teachers post and present rules and their consequences at the beginning of the school year. Teachers also are advised to model examples and nonexamples of those rules, require student rehearsal, give specific feedback on compliance, administer contingent praise, monitor rules closely, and terminate and consequate rule-breaking immediately.

Englert has suggested that students be involved in managing their own behavior. This can be accomplished by allowing students to participate in the selection of classroom rules

and through implementing self-evaluation and charting procedures.

Instructional Organization

Suggestions in this area are directed at increasing the amount of engaged time students spend in instruction. Rosenshine (1980) has noted the importance of engaged time in increasing student academic achievement. Increases in engaged time can be accomplished through increasing student practice opportunities, presenting instructional activities related to students' stage of learning (Polloway, Payne, Patton, & Payne, 1985), and involving students in direct teacher-mediated instruction.

Students at an acquisition stage of learning (low accuracy) should receive direct instruction and guided practice. Independent tasks and seatwork then would be given to students functioning at a proficiency or maintenance level on that skill, with an instructional focus on improving the rate of accuracy. Teachers can explain the rationale and objectives for their assignments and maintain student attention during direct lessons at the 90% level and during seatwork at the 80% level. Suggestions for fostering this level of attention include providing clear signals for the beginning and end of a lesson, providing students with advance organizers, circulating throughout the room during seatwork, and providing specific feedback to students on their academic performance.

Teacher Presentation

The final area addressed by Englert (1984) is teacher presentation of the lesson. Rosenshine (1983) has noted six teaching functions that teachers should include as part of their daily instruction: (1) daily review; (2) clear presentation of material, using demonstration and modeling; (3) guided practice, ensuring high levels of accuracy at the acquisition stage of learning, and asking a variety of higher order questions; (4) providing specific feedback and correctives to students; (5) independent work only after successful guided practice; and (6) weekly and monthly reviews.

Bloom (1984) found that the use of advance organizers during teaching presentations increases achievement. Ausubel and Robinson (1969) have described advance organizers as teaching activities or techniques teachers use to cue students in certain aspects of the learning task prior to the lesson's implementation. The major benefit in using advance organizers is to help students organize information for retention, retrieval, and comprehension. Lenz (1983) has identified the following components that usually are associated with the use of advance organizers:

- Announcement of the benefits of the advance organizer.
- Topics and subtopics.
- Physical requirements needed for the learner and instructor to accomplish the tasks.
- Background information related to new learning.
- Concepts to be learned (specific or general).
- Examples for clarification of concepts to be learned.
- The organization or sequence in which the new information will be presented.
- Motivational information.
- Relevant vocabulary.
- Goals or outcomes desired. (p. 12)

Consulting teachers can use the findings of the effective teaching literature as a model by which to structure in-class observations of student environments. Discussing these areas with teachers and focusing on improving skills may help to improve the overall classroom climate, as well as the quality of instruction for all students. Changes in these domains are relatively easy to implement, increase students' actively engaged time, raise success rates, and improve the clarity of teacher presentations.

Mastery Learning

Mastery learning (Bloom, 1984) is an instructional procedure designed to be used in regular classrooms. In the mastery learning model (Guskey, 1984) teachers first analyze the content of their curriculum and organize it into units, usually of a 2-week duration. Units are broken into learning objectives, and tests directed at determining the acquisition of these goals and objectives then are developed.

After students receive instruction and study the content, they take the first formative test over the material. The criterion for passing is set, generally at 80% accuracy, and students who pass the test are given enrichment activities. Students who do not pass the test at 80% accuracy are provided with feedback and correctives. Guskey identified several types of correctives, including reteaching using the text or an alternative text, alternative material, workbooks, games, study groups, tutoring, learning kits, learning centers, and computer-assisted instruction. Students restudy the material using the correctives and then take a parallel test. Results of studies by Bloom (1984) show that the achievement of students in mastery learning was about one standard deviation above students receiving conventional instruction.

The value of a mastery learning model for mildly hand-

icapped students is that it provides specific and direct feedback to the student, focuses learning on specific goals, gives students tangible evidence of their achievement, and results in a higher percentage of students reaching mastery of the curriculum. As in the effective teaching literature, changes in classroom practice incorporating mastery learning will benefit all students, may allow handicapped students to be maintained in the regular classroom curriculum, and are relatively easy to implement.

Peer and Cross-Age Tutoring

Instructional arrangements relying upon peers or older students to deliver specific instruction have been suggested by Jenkins and Jenkins (1981, 1985). Peer and cross-age tutoring programs can be used to deliver specific instruction in a wide variety of areas. They have the effect of increasing the amount of individualized instruction delivered to students and enabling more practice opportunities. Research has demonstrated significant skill improvements for both tutors and tutees in these programs (Jenkins & Jenkins, 1985).

Jenkins and Jenkins (1981) have suggested several helpful steps in implementing effective peer and cross-age tutoring programs. Tutors should learn a specific instructional approach. Rather than simply asking students to study or drill together, effective tutoring programs are based on a direct model of instruction. Tutors should be taught methods of delivering direct instruction, following specific correctional procedures, providing appropriate reinforcement and feedback, and charting and measuring student progress.

A model-lead-test sequence (Carnine & Silbert, 1979) is a powerful and easily mastered instructional procedure. Tutors can be taught this instructional sequence and use it to teach a variety of objectives including word attack, sight vocabulary, spelling, math facts, and math computation. Teachers have to thoroughly train tutors in the instructional pattern by modeling and demonstrating the skill and by engaging in role plays and role reversal. Periodic monitoring after skill acquisition is essential.

Jenkins and Jenkins (1981) also suggested that the curriculum should be the same as that taught in the regular classroom. If the goal of the program is to improve the functioning of handicapped students in the mainstream, instruction logically should support current classroom objectives. By focusing on content taught in the regular classroom, important curricular goals and objectives are less likely to be skipped. In addition, problems with transfer and generalization of skills can be minimized.

Other recommendations made by Jenkins and Jenkins include setting specific criteria for proficiency, scheduling frequent sessions (daily or twice daily), and teaching for a duration sufficient to promote learning (15- to 30-minute sessions). Furthermore, tutors need to recognize and demonstrate the importance of a positive learning atmosphere. This can be accomplished by demonstrating regard and respect for the learner. Teachers can emphasize warmth, body language, and similar factors. Tutors also will have to be taught how to measure student progress. With sufficient training they can collect information on accuracy or rate.

Tutoring programs offer the consultant a means of meeting handicapped students' needs for individual or small-group instruction in a regular classroom setting. The consulting teacher can take responsibility for tutor selection and training, working closely with the regular classroom teacher to ensure a match between instructed skills and the regular classroom program.

Cooperative Learning Groups

Cooperative learning groups (Johnson, Johnson, Holubec, & Roy, 1984) have been found to be an effective approach for fostering both academic achievement (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981) and improving the social integration of mildly handicapped students (Anderson, 1985). Cooperative learning models seem to be effective with all types of learning tasks and at all grade levels (Johnson & Johnson, 1983). Cooperation appears to be most effective, however, on tasks requiring high degrees of conceptual learning.

Cooperative learning has four basic components (Johnson et al., 1984). The first is *positive interdependence*. Students must depend upon and support each other if they are to complete the given task successfully. Positive interdependence is fostered through setting mutual goals, initiating division of labor among team members, assigning students different roles in completing the assignments, dividing materials and resources among team members, and providing joint rewards for team performance.

The second basic element in cooperative learning is *face-to-face interaction*. Students must be taught how to interact with each other in a positive, supportive manner.

The third basic element in cooperative learning is *individual accountability* for learning the assignment. Although students' scores may be combined in some models (e.g., Student Team Achievement Divisions), the mastery level of each student in the team is assessed and recorded.

The fourth element in cooperative learning is that students must learn and use appropriate *interpersonal skills*. Teachers must model and instruct students in positive social interactions—how to correct, reinforce, acknowledge, and evaluate their peers.

Another important feature of cooperative learning models is that groups or teams must be *heterogeneous*; each team is composed of students with different levels of achievement. Groups also may contain students from different socioeconomic and ethnic groups.

Johnson et al. (1984) have noted six teacher roles in implementing cooperative learning groups: (1) specify the lesson objectives, (2) make decisions about placing students into groups, (3) assign students to groups, (4) arrange the room to promote interaction, (5) prepare the instructional materials and promote interdependence, and (6) assign students specific roles to ensure positive interdependence.

Slavin (1983) has researched and developed cooperative learning models including Student Teams Achievement Divisions and Teams-Games-Tournaments. Other cooperative learning models have been developed by Slavin, Leavey, and Madden (1982), Aronson (1978), and Johnson and Johnson (1975).

In the Student Teams Achievement Division model (Slavin, 1983), students are assigned to heterogeneous teams composed of four to five members. The teacher introduces new material to the class, and team members study worksheets. After time for practice, students take quizzes. During the quiz, students are not allowed to help each other.

Students' individual scores are recorded, but team scores are computed by determining how much each student's test score exceeds or falls below the student's previous test average. Students scoring their previous average contribute 5 points to the group score. For each point their test score exceeds their previous average, students earn one extra point (to a maximum of 10 points) assigned to the group score. Students scoring 100% contribute 10 points automatically. Students earn fewer points if their test falls below their previous average. For each point below their previous test average, one point is subtracted from the base of 5.

Cooperative learning groups require the same attention to development as does a peer or cross-age tutoring model, and teachers must work closely with students to teach appropriate cooperation skills. Among the many benefits of this model, it addresses the lack of acceptance that mildly handicapped students often experience, and it generates a positive classroom atmosphere. It also increases the practice opportunities available for students and promotes their active participation and engagement.

Learning Strategies

Many recent instructional programs for mildly handicapped students have focused upon *metacognitive strategies*. Metacognition has been defined as one's ability to regulate cognitive behavior (Flavell, 1977). The object of many metacognitive interventions is to instruct students in specific strategies that enable them to better acquire, store, manipulate, retrieve, and express information (Alley & Deshler, 1979).

This approach is based on principles of cognitive-behavior modification (CBM), which is built upon research findings in the area of cognitive psychology, private speech, and instructional practices (Harris, 1982). The basic appeal of this approach is that it has been applied successfully (Deshler, Schumaker, Lenz, & Ellis, 1984), can be taught in various educational settings (Deshler, Schumaker, Alley, Warner, & Clark, 1982), and addresses the passive learning characteristics attributed to students with learning disabilities (Wiens, 1983).

In varied formats the instructional procedures usually incorporate: (1) modeling of the task by the teacher, (2) verbal description of task components by the students, and (3) implementing private speech to fade overt verbal cues. *Self-instruction* is the core component in CBM procedures designed to influence metacognitive processes.

Deshler, Alley, Warner, and Schumaker (1981) have developed an eight-step instructional process for teaching learning strategies:

Step 1. Analysis of the current learning habit.
Step 2. Description of the learning strategy to be used by the student.
Step 3. Modeling of the new strategy by the teacher
Step 4. Verbal rehearsal of the steps involved in the learning strategy.
Step 5. Student practice in controlled material.
Step 6. Student practice in classroom material.
Step 7. Posttest and obtaining a commitment to generalize.
Step 8. Generalization. (pp. 416-418)

Similar self-instructional procedures have been developed and used for a variety of skills in the areas of attention to task, social skills, and academic tasks (Meichenbaum, 1977; Hallahan & Sapona, 1983; Deshler, Schumaker, & Lenz, 1984).

A key component of many attention-to-task strategies is *self-recording of performance* (Hallahan, Lloyd, & Stoller, 1982). In teaching students to monitor their own attention to task, the instructor is responsible for: (1) operationally defining attending and non-attending behaviors, and (2) modeling the procedures of the strategy to be followed (Hallahan & Sapona, 1983). An example of this procedure is: (1) the student is provided with a random signal that cues a self-instructional response; (2) the student is to ask himself

or herself, "Was I paying attention?" and (3) the student records an evaluation of his or her on-task behavior.

Use of this strategy has produced the following results: (1) Self-monitoring of attention during academic work leads to increases in attentional behavior and, although not the focus of instruction, increases in academic productivity; (2) initial cueing activities (i.e., a recorded tone) are necessary; and (3) a self-recording response was found to be essential (Hallahan & Sapona, 1983). The success and ease of implementation of this approach make it attractive to many classroom teachers. Placing the responsibility for attention-to-task activities with individual students alleviates a major concern of many regular educators—the perception that these students' individual demands will detract from instructional time for other students.

Academic Strategies

Application of CBM procedures to academic content areas has been widespread in recent years. Major areas of focus have been written language, reading, study skills, and mathematics (Sheinker, Sheinker, & Stevens, 1984). The Kansas University Institute for Research in Learning Disabilities (KUIRLD) has concentrated its efforts on developing learning strategies in three major domains:

1. Acquisition Strand. Strategies in this strand enable students to gain information from written material.
2. Storage Strand. Strategies are suggested to assist in the organization, storage, and retrieval of information.
3. Expression and Demonstration of Competence Strand. Strategies apply to completion of assignments, test taking, and written expression.

Researchers at KUIRLD have developed specific learning strategies within each strand to assist students in "learning how to learn" (Alley & Deshler, 1979). To date, this learning strategies curriculum consists of 15 specific strategies that can be incorporated into a variety of academic settings. For other applications of CBM procedures in academic areas, the reader is directed to the reviews developed by Harris (1982) and Sheinker, Sheinker, and Stevens (1984). A major benefit in employing strategies such as these is that they address areas of concern stated by classroom teachers themselves (Deshler, Schumaker, Alley, Warner, & Clark, 1982). The ability to provide teachers with successful approaches to instruction can enhance mildly handicapped students' opportunity for success within the mainstream.

SUMMARY

Although the instructional and implementation suggestions in this article by no means exhaust the approaches and strategies that are potentially useful in a consultation program, we hope they will be helpful in developing a more specific model. The value of cooperative planning and decision making in the development of a school change process cannot be underestimated. In synthesizing quality of work life literature and effective schools research, Pratzner (1984) contended that the quality and effectiveness of our schools can be improved by utilizing participatory management approaches and innovations that rely on greater cooperation and involvement of employees in management and production.

Strategies that also focus on greater participation and engagement of students in the learning process will help to promote greater relevance and higher achievement (Pratzner, 1984). The integration and acceptance of mildly handicapped students in mainstream settings may well be enhanced by the adoption of cooperative learning strategies, as well as strategies that address the variables noted in the effective teaching literature: increasing engaged time, providing feedback and reinforcement, giving sufficient guided practice opportunities and frequent reviews.

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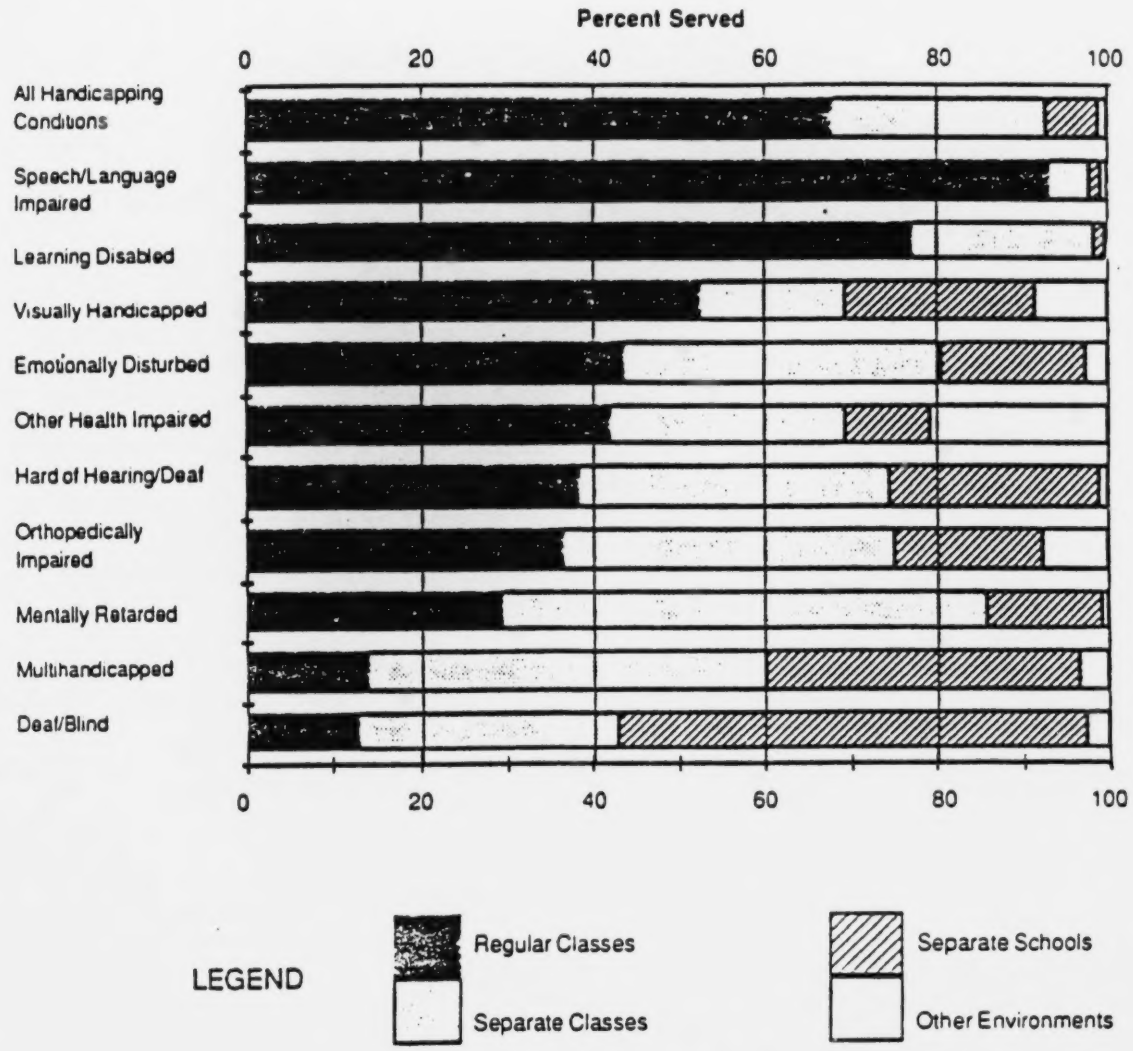
STATISTICAL UPDATE

Educational Environments by Handicapping Condition, School Year 1983-84*



*Does not include 15,349 children reported noncategorically.

Source: Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Vol. 1: To Assure the Free Appropriate Public Education of All Handicapped Children. U.S. Dept. of Education, 1986.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

INTEGRATED SERVICES CONSULTANT MODEL

Why a New Model?

A. Concerns

1. Excessive pull-out is not necessarily the least restrictive environment. Many times the full impact of the educational system is limited, developing skill gaps in students.

2. A student with exceptional needs may be deprived of regular education curriculum and the regular teacher's expertise, as well as limiting peer interaction.

3. Remediation is not being generalized to all areas of instruction.

4. Many low-ability "at risk" students do not qualify for special education services due to eligibility requirements.

5. Students become dependent on special education (sheltered environment).

6. Little opportunity is available to coordinate regular and special education services for students.

B. Advantages

1. Direct service in the regular classroom assists all students, special and regular education. No one is targeted or stigmatized as "learning disabled."

2. Direct intervention services can be provided earlier for "at risk" students before patterns of failure have been established.

3. Direct service to teachers encourages a collaborative effort between regular and special education by:

   - addressing student's specific needs,
   - developing methods/materials to accommodate these needs, and
   - modifying learning and behavior problems exhibited in the classroom

GOALS FOR INTEGRATED SERVICES CONSULTANT MODEL

- Full implementation of the pre-referral system which would decrease BLAT referrals and numerous meetings.
- Increase collaborative efforts between regular and special education/specialist teachers in meeting the educational needs of all students.
- Increase inservice and support by specialist to regular education teachers.
- Increase contact between students with exceptional needs and regular students which would promote positive self-esteem and reduce stigmatization of the learning disabled.
- Increase support services for those students who do not qualify for special education programs thus becoming a "preventative" system as opposed to a "remediation" system.
- Speech and language therapists working with small groups in oral language areas within the regular classroom.
- Reading specialists working within the regular classroom in reading and language arts.
- More parent involvement and inservice.

SPECIAL EDUCATION PROCEDURES

SPECIAL EDUCATION REFERRAL

The following represents procedures for staff to use when initiating a student referral for assessment and determination of eligibility for special education and/or related services. Referrals may be initiated by teacher, parent, specialist staff, administrators, or outside agencies. However, the classroom teacher is usually the first person to notice when a child is having learning difficulties and may need to be referred.

INSTRUCTIONAL SERVICES CONSULTANT MODEL

I. BEFORE REFERRAL PROCEDURES

A. Regular classroom teacher identifies student need.

B. Regular classroom teacher seeks help from one or more of the following persons:

1. Mentor Teacher
2. Principal
3. Assistant Principal
4. Administrative Intern
5. Special education teacher
6. Support staff

C. Teacher and selected member(s) from the above list will brainstorm possible strategies to implement in meeting the educational needs of the targeted student and together fill out the G-20A form.

D. Regular teacher implements proposed strategies and notes progress on G-20A.

E. If student makes adequate progress, no further assistance is needed.

F. If student needs additional assistance, regular teacher meets with resource specialist and reviews G-20A.

G. Resource specialist logs name on form C-1 and works with regular teacher to implement strategies and fill out consultant referral form.

H. Resource specialist/regular teacher implements strategies.

I. Resource specialist and regular teacher meet to review progress as determined by initial timeline indicated on the consultant referral form.

J. If additional student assistance is required, student is referred to BLAT (Building Level Assistance Team).

Once a special education referral is initiated, timelines and legal requirements of P.L. 94-142, Senate Bill 1870 and Title 5 Regulations apply.

II. REFERRAL PROCEDURES

A. Team writes in special education referral and date initiated in space provided at bottom of consultation request form (G-20).

B. Individualized Education Program (IEP) team develops an assessment plan (G-101).

C. Team designates person responsible to:

1. Personally contact parent within 15 days:
   a. to explain assessment plan and purpose of referral,
   b. to mail or hand deliver parental rights packet (G-101 and G-104) and explain.
2. Schedule eligibility and planning meeting within 50 calendar days (35 school days) from date of receipt of parents written permission for assessment.
3. Mail parental notification of IEP team meeting (G-56) at least 5 days before the meeting.

D. Informal sharing of assessment results among specialists, insuring privacy and confidentiality, is appropriate, prior to IEP team meeting.

INDIVIDUALIZED EDUCATION PROGRAM TEAM

The purpose of the Individualized Education Program Team is to determine:

A. The eligibility of students for special education and related services.

B. Develop an Individualized Education Program (IEP). (G-23)

C. Recommend the most appropriate special education placement.

D. To review annually, or more frequently if requested, the educational progress of each student receiving special education services.

E. To keep records of action taken. (G-12)

F. If a student is not eligible for special education placement, the IEP team meets to report assessment results and determine other support services needed.

INDIVIDUALIZED EDUCATION PROGRAM TEAM MEMBERS

Generally, IEP team meetings shall include the following:

A. Parent

B. Administrator or Designee

C. Student's present teacher

D. District specialist(s) who have assessed the child or are qualified to interpret the assessment results

E. Special education teacher most appropriate to child's need

F. Child, when appropriate

G. Others, as appropriate, including someone other than the student's teacher who has observed pupil's educational performance in an appropriate setting

H. For LEP/NEP student, a special education LEP/NEP assessment team member or, when not possible, a person fluent in student's primary language (efforts must be documented when no person is available).

SOUTH BAY UNION SCHOOL DISTRICT

A Delivery of Service Model for Special Needs Students

Child in Regular Classroom

Identified Student Need

Regular Classroom Teacher Seeks Help From:

- Mentor Teacher
- Principal
- Assistant Principal
- Administrative Intern
- Regular Classroom Teacher
- Support Staff (Psychologist, Nurse Miller Unruh Teacher, Speech Therapist, Resource Specialist, etc.)

Brainstorm and Implement Suggestions

no further assistance needed

additional assistance needed

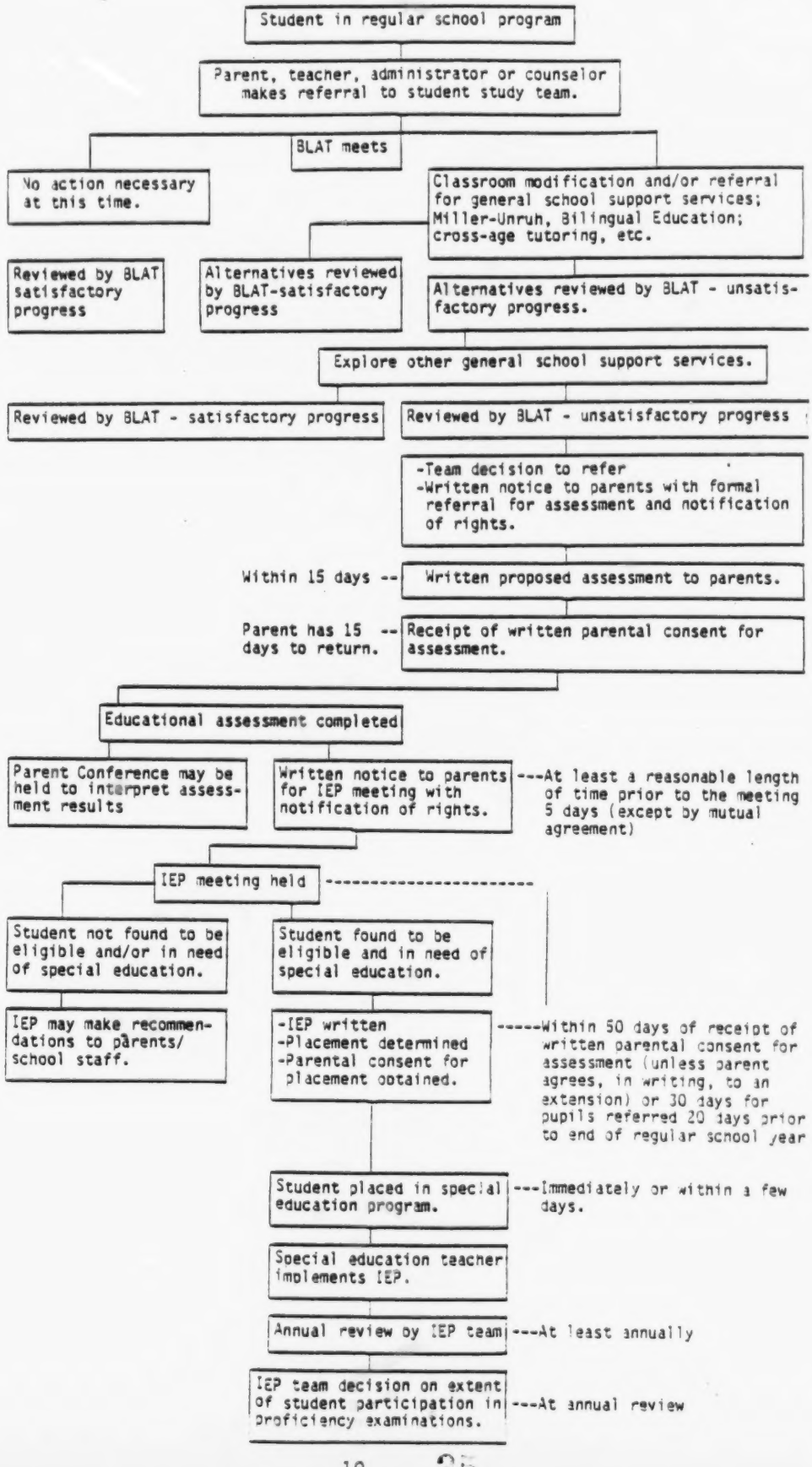
Meets with Resource Specialist / Miller Unruh Teacher / Speech Therapist / etc.

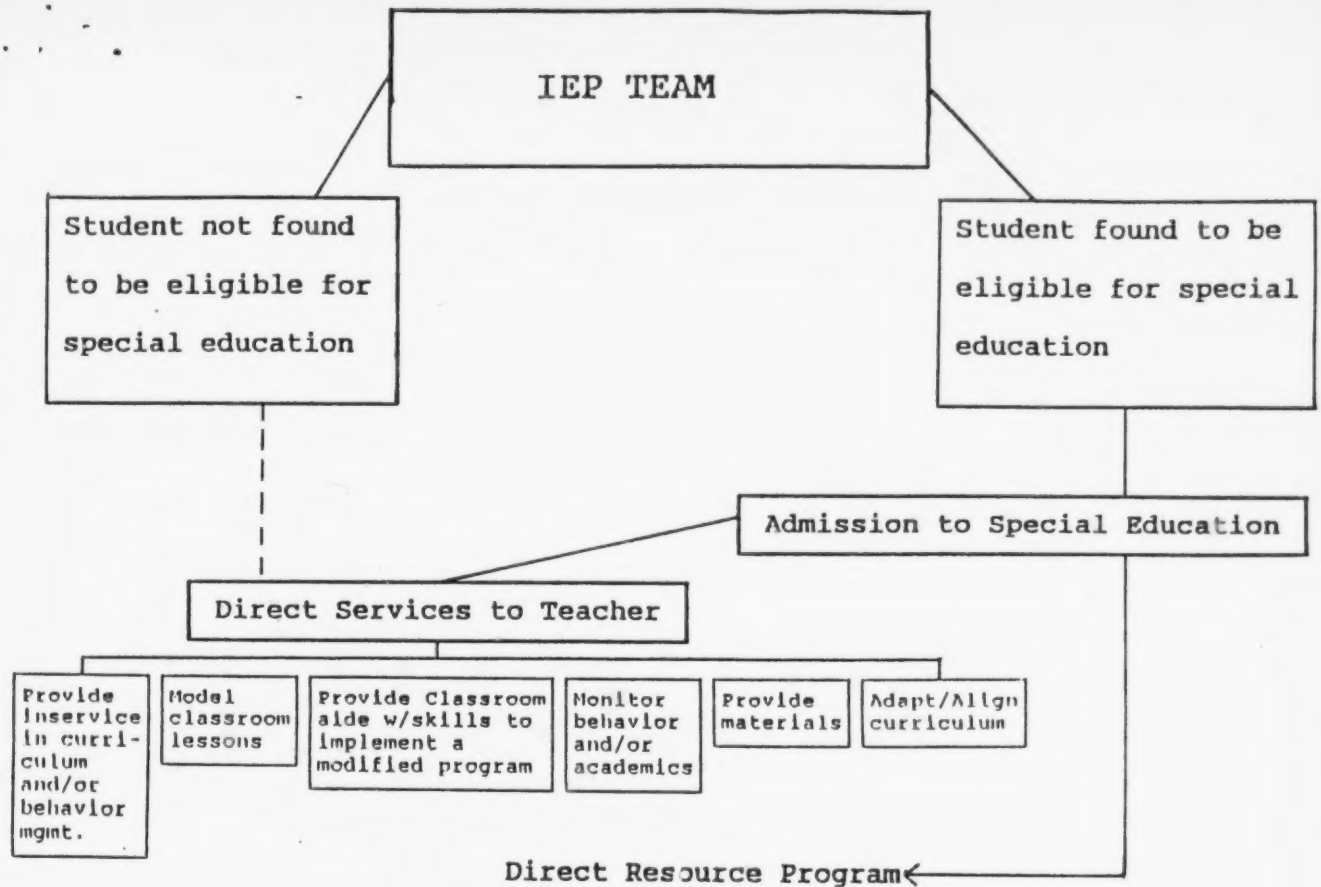
- Provide inservice in curriculum and/or behavior mgmt.
- Model classroom lessons
- Provide Classroom aide w/skills to implement a modified program
- Monitor behavior and/or academics
- Provide materials
- Adapt/Align curriculum

No further assistance needed

Refer to Student Study Team

COORDINATION BETWEEN SITE LEVEL STUDENT PROCESS AND SPECIAL EDUCATION REFERRAL


Student in regular school program
Parent, teacher, administrator or counselor makes referral to student study team.
BLAT meets
No action necessary at this time.
Classroom modification and/or referral for general school support services; Miller-Unruh, Bilingual Education; cross-age tutoring, etc.
Reviewed by BLAT satisfactory progress
Alternatives reviewed by BLAT-satisfactory progress
Alternatives reviewed by BLAT - unsatisfactory progress.
Explore other general school support services.
Reviewed by BLAT - satisfactory progress
Reviewed by BLAT - unsatisfactory progress
-Team decision to refer
-Written notice to parents with formal referral for assessment and notification of rights.
Within 15 days --
Written proposed assessment to parents.
Parent has 15 days to return. --
Receipt of written parental consent for assessment.
Educational assessment completed
Parent Conference may be held to interpret assessment results
Written notice to parents for IEP meeting with notification of rights.
---At least a reasonable length of time prior to the meeting 5 days (except by mutual agreement)
IEP meeting held
Student not found to be eligible and/or in need of special education.
Student found to be eligible and in need of special education.
IEP may make recommendations to parents/ school staff.
-IEP written
-Placement determined
-Parental consent for placement obtained.
-----Within 50 days of receipt of written parental consent for assessment (unless parent agrees, in writing, to an extension) or 30 days for pupils referred 20 days prior to end of regular school year
Student placed in special education program.
---Immediately or within a few days.
Special education teacher implements IEP.
Annual review by IEP team
---At least annually
IEP team decision on extent of student participation in proficiency examinations.
---At annual review


IEP TEAM
Student not found to be eligible for special education
Student found to be eligible for special education
Admission to Special Education
Direct Services to Teacher
Provide inservice in curriculum and/or behavior mgmt.
Model classroom lessons
Provide Classroom aide w/skills to implement a modified program
Monitor behavior and/or academics
Provide materials
Adapt/Align curriculum
Direct Resource Program

Phase I - Integrated

1. Team with classroom teacher.
2. Participate with schoolwide or grade level teams.
3. Reinforce skills already taught in regular classroom (within regular classroom setting).

<u>If one or more of the criteria are met:</u>

1. Student has behavioral overlay which interferes with his/her ability to function in regular classroom.
2. Student does not make adequate progress over a designated reporting period.
3. Student is transitioning from special day class.
4. A crisis is occuring.

<u>IEP team may decide to proceed to Phase II based on student's needs.</u>

Phase II - Pull-Out

1. Use school curriculum.
2. Use alternate curriculum.

Phase III

Referral for special day class placement.

RESPONSIBILITIES of the SPECIALIST CONSULTANTS

- Assist teachers in monitoring students' progress in class.
- Provide instruction to identified students (RSP, Speech, Miller-Unruh).
- Provide information and assistance to students and parents.
- Provide consultation, information, and materials to regular education teachers regarding identified students (RSP, Speech, Miller-Unruh).
- Coordinate special and regular eduation services for the student with exceptional needs.
- Monitor students coming out of RSP, Speech, Miller-Unruh services and offering help and assistance in the classroom.
- Provide extra student reinforcement/guided practice.
- Assist teachers in implementing cooperative learning techniques.
- Model lessons.
- Provide materials: intervention, manipulatives, lesson plans, independent work appropriate to students' needs.
- Screen referrals (observing and assessing needs).
- Participate in IEP meetings.
- Collect data on students' academic performance.
- Collect data on classroom behavior or individual student behavior.
- Modify basic skill/content-area instruction to meet the needs of low performing students.
- Design classroom/individual management systems.
- Design instructional programs for use by parents, aides, paraprofessionals, and tutors.
- Design behavioral programs appropriate for aides, volunteers, tutors, and parents.
- Track students requiring assistance from consultant role (C-1).

DIRECT SERVICES TO TEACHERS

Example	Description
Modifying and substituting assignments	Changing or substituting assignments which students could not otherwise perform so that credit may still be earned.
Modifying grading criteria	Suggesting that teachers grade students on their effort in light of ability, rather than a class norm.
Providing low-level materials	Providing commercial materials on subject matter at an appropriate reading level.
Breaking tasks down	Helping the teacher break concepts and skills into smaller steps for handicapped students.
Sharing ideas	Passing ideas and suggestions both to and from the classroom teacher.
Developing plans	Working with the teacher to develop a cooperative plan for each student by anticipating problems, rewards, and consequences in advance.
Brainstorming alternatives	Brainstorming other solutions with a teacher when attempts to resolve a problem fail.
Problem solving	Helping regular teachers find solutions to difficult problems as those situations arise.
Co-facilitating class meetings	Offering to co-facilitate class meetings when they are used for problem solving in a regular class.
Observing/giving feedback	Observing and giving feedback regarding proximity to board, classroom distractions, and neighbors which may be provocative.
Learning centers and modules	Creating learning packages for common units which can be sent to the regular class and used under the teacher's direction.
Buddy systems/Cooperative learning	Arranging for a "buddy" in difficult classes to sit next to a target student and assist in getting assignments, reading from the board, or giving behavioral cues.

Example	Description
Peer tutoring	Arranging for peer or cross-age tutors to provide weekly instruction in the resource room.
Awareness clues and cues	Giving student and teacher a brief language of cues to reinforce good behavior or provide silent warning before a consequence is invoked.
Crisis intervention	Being available to the regular teacher to assist immediately when a crisis occurs in the classroom.

Adamson, David R., "Linking Two Worlds,"
Council for Exceptional Children, Winter 1983

DIRECT SERVICES TO STUDENTS

Example	Description
Learning strategies	Instructing students in classroom survival skills such as skimming, note-taking, hand-raising, outlining, etc.
Developing behavior/ performance contracts	Developing and monitoring contracts for performance in regular classes.
Charts and graphs	Creating charts and graphs to monitor student progress and to provide feedback.
Role playing	Role-playing situations which may be encountered in regular class settings.
Problem solving	Helping students work through problems they encounter in regular classes.
Consequating misbehavior	Providing consequences when expectations for behavior in regular classes are not met.
Monitoring or preassigning assignments	Monitoring the completion of assignments, or giving students assignments before they come up in class, enabling them to participate more effectively in class discussions.
Providing rewards and incentives	Providing rewards and incentives for appropriate behavior.
Progress reports	Sending progress reports to regular teachers as a means of providing feedback to students and/or their parents.
Budgeting work	Helping students budget their time in order to complete their schoolwork.
Crisis intervention	Intervening when students experience crises or conflicts which they cannot handle themselves.
Behavioral training	Teaching students the social and classroom behaviors expected in a regular classroom.
Negotiation training	Teaching students negotiation skills as a method of problem-solving with their regular teachers.
Compensatory devices	Teaching students to use calculators, tape recorders, typewriters, and other compensatory devices or techniques.

Adamson, David R., "Linking Two Worlds,"
Councel for Exceptional Children, Winter 1983

South Bay Union School District
Imperial Beach, California

INTEGRATED SERVICES CONSULTANT MODEL

CONSULTANT REFERRAL

Student _____ Date _____

School _____ Grade _____

Teacher _____ Specialist _____

1. Problem _____

_____

2. Classroom interventions attempted (see G-20A) _____

_____

3. Resources/Services received (Please check)

SDC ____ Biling. ____ Speech ____ Other _____

RSP ____ Chap. 1 ____ Miller-Unruh ____

4. Suggested strategies of Resource Specialist/Regular Teacher:

STRATEGY	PERSON	TIME LINE

5. Monitoring/Evaluation Schedule

6. Date _____ Results of strategies and recommendations: _____

_____

_____

Student _____ Teacher _____ Date _____

MODIFICATIONS AND ALTERNATIVE STRATEGIES

DATES / OUTCOME	INTERVENTION
	1. Modify teaching mode, i.e., vary modality, repeat directions, speak louder or more slowly.
	2. Focus on correcting/improving one problem at a time, e.g., staying in seat.
	3. Use more appropriate materials (shorter assignments or at different level).
	4. Repeat instructional exercises.
	5. Schedule into remedial reading and/or math programs.
	6. Consult with school psychologist.
	7. Change class or school.
	8. Change grade if appropriate.
	9. Conference with parents.
	10. Change schedule, or adjust length of school day.
	11. Seek assistance from other staff members.
	12. Establish a buddy system.
	13. Use cross-age, own-age, and after school tutoring
	14. Utilize parent volunteers.
	15. Use available community agencies and services.
	16. Initiate teacher/pupil counseling.
	17. Use role playing and sociodrama.
	18. Group according to sociogram.
	19. Give increased responsibility.
	20. Change seating, e.g., close to teacher.
	21. Modify assignments, e.g., shorten, lengthen, break communications into sections.
	22. Use timer to increase on-task behavior.

G-20A (Rev. 7/87)

Modifications and Alternative Strategies - Page 2

DATES / OUTCOME	INTERVENTION
	23. Teach through child's interests.
	24. Give clearer, more concrete instructions.
	25. Define for child what paying attention, staying on task, etc., means.
	26. Reward desired behavior.
	27. Consult with principal, former teacher(s).
	28. Review cumulative record.
	29. Consult with other professionals, e.g., psychologist, nurse, resource specialist, etc.
	30. Use behavior modification, contracts, time out, etc.
	31. Individualize an aspect of instruction.
	32. Use English as a Second Language Program.
	33. Use Title I, ESEA.
	34. Initiate closer home and school cooperation, e.g., establish home/school behavior modification program, notes home, etc.
	35. Reduce incoming stimulation.
	36. Use teaching carrel.
	37. Avoid alterations of set routines; when routines are altered, establish behavioral expectancies.
	38. Use concrete teaching devices, e.g., counting sticks.
	39. Give more immediate and frequent feedback on correctness of work.
	40. Vary reading approach, e.g., language experience.
	41. Delay introducing anything new when child is having a "bad day."
	42. Use relaxation exercises.
	43. Work on a task until success is achieved.

WITH IEP _____ WI UT IEP _____

SOUTH BAY UNION SCHOOL DISTRICT
LONG-RANGE PLAN FOR MONITORING PUPIL PROGRESS

TEACHER: _____ SCHOOL: _____

TARGET GROUP (Students)

SPECIALIST CONSULTATION RECORD

1st QUARTER	2nd QUARTER	3rd QUARTER	4th QUARTER	ANTICIPATED PUPIL ACHIEVEMENT (CAPP Skills, Test Obj. etc.)	INST. MATERIALS (Basic & Supp.)	PLACEMENT CRITERIA	MONITORING SYSTEM (Achievement Documentation)	PRINCIPAL/TEACHER NOTES During Quarterly Monitoring
								1st Quarter
								2nd Quarter
								3rd Quarter
								4th Quarter

WEEKLY PLANNING: SMALL GROUP / DIRECT INSTRUCTION

GROUP	MATERIAL	LESSON	Monday	Tuesday	Wednesday	Thursday	Friday
TIME STUDENTS	LEVEL: UNIT: PAGE:	COMMENTS:					
TIME STUDENTS	LEVEL: UNIT: PAGE:	COMMENTS:					
TIME STUDENTS	LEVEL: UNIT: PAGE:	COMMENTS					
TIME STUDENTS	LEVEL: UNIT: PAGE:	COMMENTS					

Posted: Sat Nov 19, 1988 1:23 AM PST
CGII-3813-2085
From: -CA.SE.LAW
To: CALIFORNIA
Subj: SPECIAL ED REFORM PROPOSAL

Msg: 11-

Patrick Campbell, State Director of Special Education, on November 18, briefed the Advisory Commission on Special Education on his new Special Education Reform Proposal. Campbell said the purpose of his proposal is to begin discussion with the special education and regular education communities on alternative ways of serving pupils who are sometimes placed in special education because no other educational program is available.

Campbell made it clear that his "What Could Be" proposal may not be workable in every school district. He told the Commission that the proposal "has lots of holes in it" but he wants reaction from the special education and regular education communities. He has not analyzed the cost aspects of the proposal to date, but he said the special education funds should be kept in a restricted fund to accomplish the goals of his proposal. He said he would not support the shift of special education funds over to regular education because in several years the funds would be consumed by other programs and the goals of the proposal dissipated.

Campbell does not see his proposal as a mandate on how to provide educational services. He sees it as an alternative model to the current practice of referring pupils to special education who "don't fit into the mold" of the regular education classroom.

The Commission appointed an ad hoc committee of four commissioners to review the Campbell proposal between now and January 19. At that time, the Commission will determine how it will proceed with the proposal.

The following is the document presented by Campbell to the Commission:

SPECIAL EDUCATION REFORM PROPOSAL

IDENTIFICATION OF STUDENTS

What Is:

1. A constant pressure exists that when students "don't fit into the mold" of the regular education classroom they are referred to special education.

Most referrals are made because students demonstrate behavioral or cultural differences or show academic deficiencies which would "drag down" the test scores in the regular classroom.

2. The cross cultural population in California is increasing. Referrals to special education will increase at a "greater than normal" rate as teachers are unable to effectively provide educational opportunities for these students.

3. Nationally, the statistics indicate the 90%+ of students referred to special education are assessed and placed in special education.

4. California is experiencing an increase in the number of students who show emotional problems.

5. Regular education teachers are provided little, if any, support to meet the educational needs of the student who deviates from the norm within their classrooms. As such, the removal of students is sometimes the only alternative for regular classroom teachers, especially at the elementary level.

6. No particular group at a school site is involved with the diagnosis/remediation for all students experiencing difficulty in school.

7. There does not exist a consistent "curriculum based" evaluation system in regular education. Effective screening and diagnostic evaluation procedures with follow-up support are almost non existent.

8. The current emphasis is on the Student Study Team (SST). In the SST model the focus is on one student rather than all of the students at a school site. At times, the need to modify the entire school environment for all students is overlooked.

9. At present, a vehicle does not exist to evaluate the effectiveness of a school's program as students transition from one level to the next (ie. preschool-to-elementary, elementary-to-middle school, and middle school-to-high school). The successes and failures and general readiness of students to move into the next phase of their education is not evaluated.

What Could Be

1. An expanded definition of "who fits" in the regular classroom could be presented to regular education teachers if support is also given to them.

Under this reform, "SUPPORT" is given in two ways:

a. Support could be given by psychologists, counselors, social workers. (If assessments could be reduced, the staff time and expertise previously used for assessments could be redirected to support services).

Psychologists would work in the regular classroom and assist teachers with assessing and planning for learning styles, learning modalities, rate of learning, etc.. In addition, they could work with behavioral interventions, counseling, and the sensitizing of teachers regarding cultural differences.

b. Resource Specialist Teachers and Speech and Language Therapists could assist teachers with modeling:

- ways to modify instructions
- ways to modify lessons
- ways to modify curriculum
- ways to modify assessment
- ways to cope in the regular classroom

2. A FILTERING SYSTEM could be developed which would greatly reduce the number of referrals to special education. This system would include:

a. A screening process for all students to identify areas of need.

b. A diagnostic period available for any student experiencing difficulty in school (either in a diagnostic classroom or in the regular classroom). This diagnosis would be performed by regular classroom teachers, psychologists, resource specialist, or other categorical personnel. This diagnostic period would occur before a referral would be made for special education assessment. (Honig "Window Period").

c. A referral for special education assessment. However, this assessment would have an "achievement orientation" rather than an "intelligence orientation" which has been the case in the past.

3. A SCHOOL CONSULTATION TEAM (SCT) would replace the student study team to ensure that all personnel at the school site are assisting in the provision of programs for all students in attendance at that school. All resources, therefore, are available for all students at a school site. In particular, all resources would be available for the screening and diagnosis/remediation programs developed at the school.

This SCT would develop a curriculum based evaluation system with a screening and diagnostic procedure built into it. The SCT would also develop a systematic follow-up procedure to implement remedial strategies required.

The SCT would be responsible for evaluating the entire educational program offered at the school. As such, it will need to focus on the successes and failures of its graduates, the curriculum being offered, and the general spectrum of services offered to students.

ASSESSMENT OF STUDENTS

What Is:

1. Current assessment conducted are often times very biased, especially with Black, Hispanic, and Asian students.

2. There is an emphasis on "intelligence" testing with little, if any, emphasis on achievement testing.

3. Psychologicals are conducted to obtain "numbers" which are used to determined eligibility for programs rather than for instructional planning.

4. A "discrepancy model: exists in California which requires a discrepancy between intelligence and achievement.

5. Psychologists perform a majority of the testing for program placement in California.

6. Psychologists, since Master Plan, have become funded almost exclusively out of special education funds to perform testing. There if little, if any, time available to assist regular classroom teachers.

7. Psychologists, prior to Master Plan, worked in regular classroom, assisted teachers with the ways students learn, counseled students with problems, and coordinated programs at a school for all student.

What Could Be:

1. **Alternative assessment procedures which de-emphasize intelligence testing could be replaced by alternative procedures such as:**

   - **Curriculum Based Assessment**
   - **Dynamic Assessments**
   - **Ecological Assessments**
   - **Skills Within Subject Areas**
   - **Developmental Assessments**
   - **Psychological Processing Assessments**

2. **California's eligibility criteria, which currently requires intelligence testing, could be replaced by achievement testing.**

3. **The "intelligence-achievement" discrepancy model currently used could be replaced by a model which has a discrepancy between ability (now defined as "expected achievement") and lack of achievement.**

4. If achievement testing is emphasized (rather than intelligence testing) then personnel in addition to psychologists could be utilized in the assessment process.

5. If a screening, diagnostic process is adopted prior to referral to special education for assessment, then there would be fewer referrals for assessment.

In addition, assessments would now require less time because most of the achievement testing would already have been completed.

6. If psychologists are doing fewer assessments they could be redirected to provide support for regular classroom teachers and become involved in the screening and/or diagnostic process.

CURRICULUM

What Is:

1. There is a continuum of program placements for students in special education in California. There is a direct relationship between program placement and the degree that students interact with the core curriculum.

Designated Instruction & Service	Resource Specialist Program	Special Day Classes
118,493 Students (29)%	160,779 Students (39)%	127,792 Students (31)%
These students currently receive Core Curriculum as their primary of study.		These students currently receive a combination of Core Curriculum and Vocational Ed.
Lower functioning students become involved in vocational education, WorkAbility programs, and prepare themselves for competitive employment Students pass "differential" standards when graduating.		Lower functioning students, (Severely Handicapped) receive a functional skills curriculum in a community based setting. These students, many times, do not receive diplomas.
Higher functioning student take the classes as regular students, proficiencies at the same level as regular students, and enter into post secondary educational programs.		Higher same functioning pass students have programs which are "IEP" driven, often not candidates for post secondary educational programs, and graduate by passing differential proficiency standards.

What Could Be:

1. Most students in RSP/DIS programs could benefit from the Core Curriculum. Higher functioning students should be expected to have the same course requirements and graduation expectancies as do regular students who are preparing themselves for post secondary educational opportunities.

Lower functioning RSP/DIS students are very similar to the general-to-lower track students as described in Paths Through High School. WorkAbility programs, vocational education programs, and an academic curriculum that meets the child's individual needs should be considered when developing a course of study for these students.

2. Most students in SDC classes, other than the severely or profoundly handicapped, should be provided a curriculum that is functional, vocational, and mulit-faceted. These students should be given the skills so as to be prepared to enter into the world of work. The skills these students acquire should enable them to obtain long term employment as opposed to positions in fast food enterprises.

3. Severely or profoundly handicapped students should be prepared to become as independent as possible. Students should acquire skills which enable them to obtain competitive employment positions as opposed to being placed in sheltered workshops for the rest of their lives.

ALTERNATIVE SERVICE DELIVERY MODELS

What Is:

1. Resource specialist teachers/speech and language therapists traditionally use a "pull out" program service delivery model.

2. Neither the RSP nor the DIS programs systematically interact with the regular education programs.

3. Curriculum supplanting often times occurs in both RSP/DIS programs because of the nature of "pull out" programs and because neither staff is necessarily trained in core curriculum strategies.

4. Recent research has shown that "pull out" programs are not successful in maximizing student potential.

5. Resource specialist teachers provide more direct instruction time (75)% than occurs in regular education (25)%. This means students often times become "teacher dependent."

6. Resource specialist teachers are especially good at modifying: instruction, curriculum, assessment, and the various other aspects of the instructional program.

7. Resource specialist teachers are good at diagnosing and prescribing alternative ways to meet student needs.

8. Speech and language therapists have a strong expertise in language development and ways to strengthen language skills.

What Could Be:

1. Caseload requirements for RSP/DIS could be defined in terms of contact and/or contact hours rather than the number of IEPs carried per teacher. These contacts could be student contacts, teacher contacts, or other contacts such as with parents, administrators, support staff, or others. In addition, time could be dedicated to testing and other related tasks.

2. The service delivery model for RSP/DIS teachers could include, but not be limited to:

   a. Consultation - Collaboration

   b. Side By Side Instruction In The Regular Classroom

   c. Pull Out Instruction

More assistance, therefore, could be provided to regular education teachers in the variety of areas previously described.

3. Programs currently emphasized in special education could be further integrated into regular education:
   - S.I.M.
   - Cooperative Learning

4. Speech and language therapists could develop and implement language based programs in regular as well as in special education.

INTEGRATED PROGRAM PLAN

SOUTH BAY UNION
SCHOOL DISTRICT

INTEGRATED PROGRAM PLAN

1988

SOUTH BAY UNION SCHOOL DISTRICT

INTEGRATED PROGRAM PLAN

MAJOR COMPONENTS	CRITICAL ELEMENTS	PERSON/S RESPONSIBLE	TIMELINE
1.0 **CORE CURRICULUM INSTRUCTIONAL DELIVERY**	1.1 **Develop Scope and Sequence**	IAC/Task Force	
	1.1.1 Math	P. Pettit	May
	1.1.2 Social Science	Ramirez/Roberts	June
	1.1.3 Science/Health	Resendez/S. Pettit	June
	1.1.4 Language Arts	Wheeler	June
	1.1.5 Physical Education	Resendez	Fall
	1.1.6 Visual and Performing Arts		Completed
	1.1.7 Gifted and Talented Education	Wheeler/P. Pettit	Completed
	1.2 **Instructional Delivery**	Vetcher/IAC	July/August
	1.2.1 Cooperative Learning		
	1.2.2 Critical Thinking		
	1.2.3 Direct Instruction		
	1.2.4 Clinical Instruction		
	1.2.5 Thematic Instruction		
	1.2.6 Mind Mapping		
	1.3 **Model School Day**	Vetcher	Completed
	1.4 **Instructional Materials**	IAC/Tarwater	July/August
	1.5 **Technology**	IAC/Vetcher/Billings	July/August
	1.6 **Modifications to Regular Program**	Schmidt	Completed
	1.7 **Instructional Materials-LEP**	Vetcher/Gonzales	Completed
2.0 SEQUENCE OF SERVICES	2.1 **Base Program**		Ongoing
	2.1.1 District/School Site Programs		
	2.1.2 EIA/LEP		
	2.1.3 Reading/Writing to Read (K-1) only		

MAJOR COMPONENTS	CRITICAL ELEMENTS	PERSON/S RESPONSIBLE	TIMELINE
	2.2 Coordinating Supplemental Programs		
	2.2.1 Reading (2-6)	Teachers	Ongoing
	2.2.2 SIP (pull-out)	" "	
	2.2.3 LEP (pull-out)	" "	
	2.2.4 Chapter 1/SCE (pull-out)	" "	
	2.2.5 Special Education	" "	
	2.2.5.1 Speech	BLAT	
	2.2.5.2 APE		
	2.2.5.3 RSP/RSC		
	2.2.5.4 Special Day Class		
	2.2.5.5 Psychologist (DIS)		
	2.3 Documentation - School Plan	P. Pettit	
3.0 **COMMUNICATION PROCESS**	**3.1 Schedule BLAT Coordinated Meeting**		Ongoing yearly scheduled mtg.
	3.1.1 Membership includes: Principal/Assistant Principal Classroom Teacher Student's Pull-out Specialist/Aide BLAT Chairperson RSP/RSC/Psychologist/Speech/Nurse Parent, as needed	BLAT Chairperson	
	3.2 Policy Statement for Integrated Services	Schmidt	May
	3.2.1 Steps - Any pull-out there will be:		
	3.2.1.1 Communication between Teacher/ Specialist to alleviate gaps in core curriculum instruction	Teacher	Ongoing

MAJOR COMPONENTS	CRITICAL ELEMENTS	PERSON/S RESPONSIBLE	TIMELINE
3.0 **COMMUNICATION PROCESS** (continued)	3.2.1.2 If more than two pull-outs, teacher initiates BLAT referral to assure coordination of core curriculum or has any concerns re: coordination of services.	Teacher/BLAT Chair	Ongoing
	3.2.1.3 Coordinated student schedule documented in BLAT Minutes.	BLAT Chairperson	Ongoing
4.0 **STAFF DEVELOPMENT**	4.1 **Inservice Needs** 4.1.1 Core Curriculum 4.1.2 Coordination 4.1.3 Scheduling 4.1.4 Instructional Delivery System - materials - technology	Vetcher/Schmidt Roberts/Filzenger	July-December
	4.2 **Inservice Teams** 4.2.1 Management Team 4.2.2 Special Education Teams 4.2.3 Reading Specialists 4.2.4 Teachers/Aides 4.2.5 School Site Council	Vetcher/Schmidt Pettit/Filzenger Roberson	July-December
	4.3 **Intensive Inservice for CCR Schools**	P. Pettit	
5.0 **ASSESSMENT AND EVALUATION**	5.1 **Ongoing Monitoring - BLAT**	Vetcher/Pettit/Schmidt	Ongoing
	5.2 **CCR Criteria**	P. Pettit	October
	5.3 **Self-Review**	P. Pettit	September
	5.4 **Testing**	Tarwater/Schmidt/Pettit	Ongoing, May
	5.5 **LEP Component**	Gonzales	October
	5.6 **Child Development**	Roberson	September

SOUTH BAY UNION SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
INTEGRATED PROGRAM PLAN
TRACKING SHEET

Date: _____

MAJOR COMPONENT ADDRESSED #_____ TITLE:

CRITICAL ELEMENT ADDRESSED #_____ TITLE:
Activity (Please check one)

Decision-Making Group ____
Curriculum Development ____
Staff Development ____
Informational Target Group ____

PARTICIPANTS LIST

SUMMARY STATEMENT

Further Action Required
Items

Facilitator's Name
Person Responsible Timeline

Approval Cycle Date Received _____

PP____ JV____ SS____ KRoberson____ Final Approval: JT ____

IMPLEMENTATION

A. READING SPECIALIST

READING SPECIALIST SCHEDULE

CONSULTANT MODEL

Morning:	8:15 - 8:30	Prepare/Consult	15 Minutes
	8:30 - 9:00		
	9:00 - 9:30		
	9:30 - 10:00		
Teach in Class:	10:00 - 10:30	Recess/Consult	15 Minutes
	10:30 - 11:00		
	11:00 - 11:30		
	11:30 - 12:00		
	12:00 - 12:40	Lunch	
Afternoon:	12:40 - 1:15	Test Individuals	
Teach in Class:	1:15 - 1:45		
	1:45 - 2:15	Tutor small groups of three students in office - 30 min.	
	2:15 - 2:35	Consult/Prepare Inservices	

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

CONSULTANT MODEL
Sherry Owens
Central School

READING SPECIALIST'S SCHEDULE

7:45 - 8:15 Building Level Assistance Meetings (BLAT)

8:15 - 8:30 Consult/Prepare

TIME	MONDAY, WEDNESDAY, FRIDAY		TUESDAY, THURSDAY	
	Grade	Teacher	Grade	Teacher
8:30- 9:00	1st	Dunipace	2nd	Grinstead
9:00- 9:30	1st	Fernandez	2nd	Ayers
9:30-10:00	Recess/Consult		3rd	Donovan
10:00-10:30	1st	Chang	Recess/Consult	
10:30-11:00	1st	Johnson	2/3	Booth
11:00-11:30	2nd	Moreno	Present Literature/Writing Inservices	
11:30-12:00	2/3	Booth	3rd	Cunningham

LUNCH.....12:00 - 12:40

12:40- 1:15 Test Individual Students

1:15- 1:45 3rd Grade, San Giovanni (Tuesday-Min.Day; Wednesday; Thursday)

1:45- 2:15 Tutor 1 - 3 students in office

2:15- 2:35 Building Level Assistance Meetings/Consult/Prepare

NOTIFICATION OF IN-CLASS LITERATURE OR WRITING LESSONS

LITERATURE/WRITING LESSON

_____
Teacher

During the week of _____ I will be presenting

_____ in your class.

Text Organizer: _____

A good follow-up activity would be:

_____

_____

_____

_____

See you!!

Sherry

WEEKLY CLASSROOM TEACHER MEMO ON READING INSTRUCTIONS

_____ _____

Teacher Date

The reading program for our remedial group this week is:

_____

_____

_____

_____

Thanks!!

Sherry

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

CONSULTANT MODEL
Sherry Owens
Central School

LITERATURE/WRITING LESSON

Time: 40 Minutes
Place: 2nd Grade

Lesson Objectives:

To model for classroom teacher the use of the Story Path as a text organizer. (The Story Path is a particularly useful tool for helping students work through more complex plots.)

° To introduce children to the droll and delightful mystery, Piggins.

Literature:

Piggins by Jane Yolen; Illustrator - Jane Dyer

Synopsis: An elegant Edwardian dinner party is hosted by Mr. and Mrs. Reynard, a foxy couple. The distinguished guests include Professor T. Ortoise, world-famous explorer, Pierre Lapin and his three unmarried rabbit sisters, the basset hound Inspector Bayswater, and Lord and Lady Ratsby. The lights go out and Mrs. Reynard's diamond lavaliere is stolen. Piggins, the butler, knows "whodunit."

Into Literature:

Before I visit the class, the teacher has reviewed mystery stories in general with reference to Nate the Great and other stories they have read, as well as terms such as "clue" and "detective." In addition, the teacher presents special vocabulary words from Piggins such as "butler" and "lavaliere."

Through Literature:

I read Piggins to students who are sitting close to me on the carpet to better see the watercolor drawings.

° In climax of the story, I ask students to predict "whodunit" using clues in the story.
° We discuss setting and characters.
° On chalkboard I draw a Story Path eliciting significant parts of the story from the students.
° Finally, I ask the students to explain orally who their favorite character was and why.

Beyond Literature:

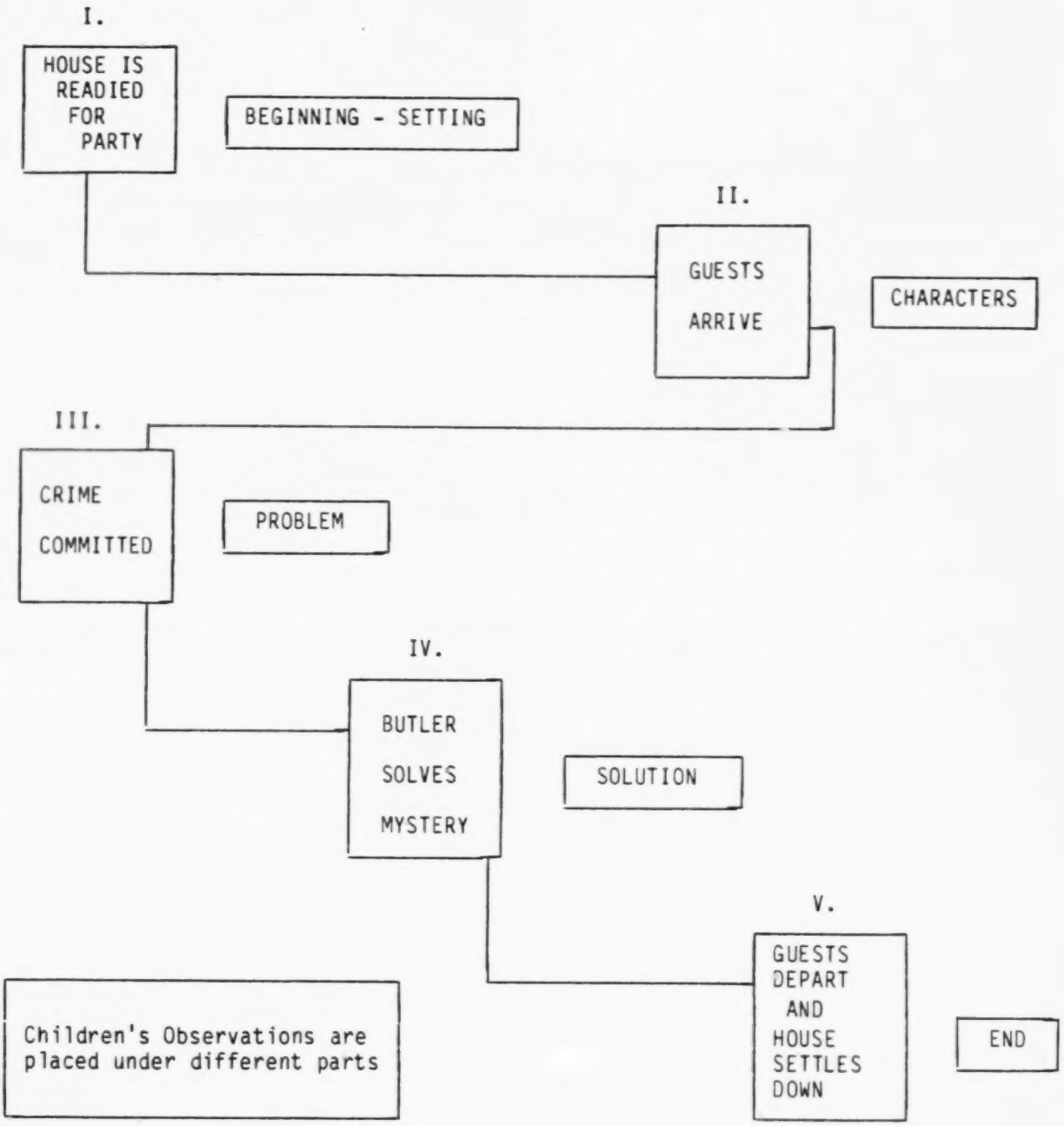
The classroom teacher has the children write a brief summary paragraph of the story using the Story Path on the chalkboard as their guide.

° Bulletin Board - Children may draw favorite moments from the story and select some to be placed in a large class Story Path.
° Extended reading may include Picnic With Piggins, second book in the mystery series.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

CONSULTANT MODEL
Sherry Owens
Central School

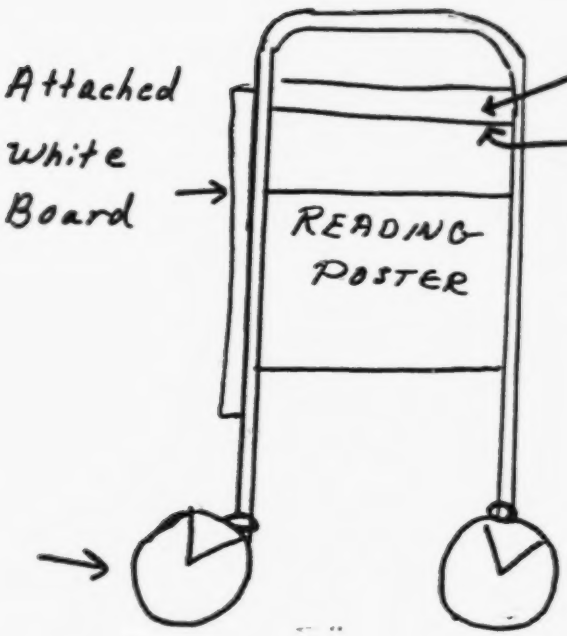
PIGGINS.....A STORY PATH



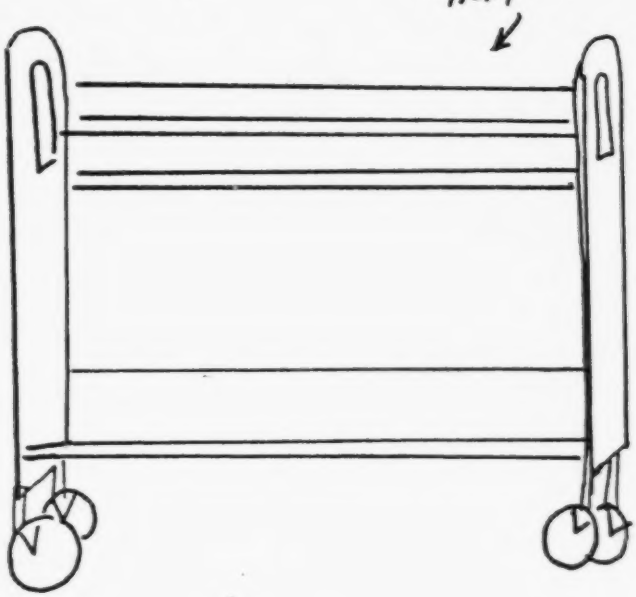
Metal Book Truck

143

Reading Specialist


Attached White Board
READING POSTER
Schedule of classes + room numbers
Undersides of shelves sound proofed
36" H x 16" W x 30" D
5" Carpet Casters

Easy to maneuver quiet



IMPLEMENTATION

B. LANGUAGE/SPEECH/HEARING SPECIALIST

SPEECH SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 10:00 Pullout-small group and individual	8:15 - 9:10 Small group and whole class lessons- Severely Handicapped Class	8:15 - 2:30 No Consultant scheduled; small group pull out all day - Elementary School students!	8:15 - 9:10 Severely Handicapped, small group & whole class instruction	8:00 - 8:30 Small group pull-out
10:00 - 10:25 Preschool whole class Language Lesson	Assessment at the Preschool & Elementary School		9:15 - 11:25 Small group & individual pull-out	8:30 - 9:00 Special Day Class - Language Lesson (grades 3-6)
10:25 - 10:50 Preschool Language Lesson			11:30 - 12:00 Special Day Class - Pre-school Language Lesson	9:00 - 11:00 Small-group pull-out
11:00 - 12:00 Small group pull-out			1:00 - 1:20 Saml1 group pull-out	11:00-11:30 Special Day Class - EMR Language Lesson
1:00 - 2:10 Small group pull-out			1:20 - 1:45 Preschool Language Lesson	12:30 - 2:30 Small group & individaul pull-out
2:10 - 2:35 Preschool Language Lesson			1:45 - 2:05 Preschool Language Lesson	
2:35 - 3:30 Small group pull-out			2:05 - 3:30 Small group pull-out	

LSH Specialist/Classroom Teacher Communique

Dear _____,

_____ has an IEP for speech and language services. This is just to update you on what areas I'm working on. We are working on the following goals:

_____

_____

_____.

I would be very happy to incorporate vocabulary words, spelling words, and other concepts you are working on in the classroom into our speech work. Let me know how I can help. I am currently seeing this student at the following time(s)*. Thanks for taking time from your busy schedule to read this.

Thanks again,

Dear_____ Grade_____ Room_____

The following is a list of students in your class who are currently enrolled (completed I.E.P.) in the Language, Speech, and Hearing program:

Name:_____ Emphasis:_____

Name:_____ Emphasis:_____

Name:_____ Emphasis:_____

Name:_____ Emphasis:_____

Name:_____ Emphasis:_____

Name:_____ Emphasis:_____

In order to schedule these students for their biweekly, thirty minute sessions, please state two times that would be convenient for pull out. I will be at Oneonta on Wednesdays and Fridays. Scheduling is always difficult but I will do my best to accomodate your requests.

STUDENT	TIME

Thanks so much for your cooperation. Please return this form as soon as possible. Thanks again!

Tami Holtz
Language, Speech, and Hearing Specialist

Comments:

_____

_____

STUDENT MONITORING FORM

Name:
Birthdate:

Grade/Teacher:
Reason for Referral:
Additional Programs:

ACADEMICS:

Test Results:

Present Abilities:

Reading Book:

Areas of Need:

SPEECH/LANGUAGE:

Present Ability:

Areas of Need:

SOCIAL/BEHAVIORAL:

Present Ability:

Areas of Need:

SPEECH/LANGUAGE SCREENING REPORT

STUDENT:

SCHOOL:

GRADE: ROOM:

TODAY'S DATE:

SCREENING DATE:

REFERRAL DATE:

REASON FOR REFERRAL:

FINDINGS

RECOMMENDATION

Whole Class Oral Language Lesson-Preschool/Kindergarten

Instructional Objectives: To increase expressive vocabulary in food categories, develop critical thinking skills, elicit verbal responses, review color concepts and target the concepts same and different.

Theme: Halloween

Materials: Flannel board and flannel board figures, (a mother ghost-white, five ghost children which are reversible white on one side and one each of these five colors on the opposite side - red, purple, white with brown spots, green, and orange). A flannel refrigerator and foods representative of the above five colors (a chocolate chip cookie for the white with brown spots ghost). The food figures are optional. Peabody Picture Cards illustrating foods can be used instead.

The following flannel board story is presented to the class.

Story: Once upon a time a mother ghost lived with her five ghost children. One day the mother had to go to the store. She told her children that while she was away they could do many things. They could play games or go outside and play or watch T.V., but that no matter what there was one thing that they could not do! No matter what, they were not to look in the refrigerator, and especially were not to eat anything. The ghost children promised not to get into the refrigerator and off the mother went to the store. While she is gone, one by one the ghost children get into the refrigerator. When each child reappears from the kitchen he is amazingly transformed, as each ghost becomes a new color. The children are asked to brainstorm what food the little ghost could have eaten to become red or green, etc. Peabody picture cards can be used at this time to identify appropriate color foods. After all the little ghosts have become a new color the mother ghost returns. She is horrified to see her children have disobeyed her, but reassures them that she has brought foods which will return them to their normal white color. At this point the children brainstorm which foods (white) the mother may have that can transform the ghosts back to their "natural" state. After all the children are white again they promise never to disobey their other ghost again. A class discussion of why it is wrong to disobey parents and what possible consequences can occur completes this story.

Flannel board stories are highly reinforcing to preschool and primary age children. They are an excellent vehicle for whole class language lessons because you are in control of the flow of the story. Time can be taken during the story for discussion and comments from the children. Additionally, basic concepts and target vocabulary can be incorporated into the stories as needed. The above story was well-received by both the students and the teachers.

Oral Language Lesson - Grades 3rd - 6th Learning Handicapped Classroom

Instructional Objectives: To develop skills in categorizing/classifying members of a group based on common functions or attributes; to elicit statements containing the casual conjunction "because"; and to develop communicative assertiveness.

Materials: DLM (Developmental Learning Materials) #157 Association Picture Cards III.

These cards are large and colorful which makes them especially useful for whole class language lessons. The cards depict four common objects. Three of the four pictures can be grouped according to shared attribute or function. The fourth picture does not belong.

Methods: A simplified definition of category is presented, e.g. a group of objects with common attributes or functions. The students are then asked to view the pictures and to identify the three that can be grouped together. The students provide a verbal explanation for the grouping and a statement explaining why the fourth object is excluded from the group. Students are required to respond in complete sentences. Cueing by the specialist of the clausal conjunction "because" results in expanded sentences from these students. A target student response would be " The turtle does not belong because it is not a fruit." The complexity of the categories ranges from simple to difficult within the materials. This allows the specialist to control the level of difficulty and to meet the needs of various ability levels of the students. Frequently the students engage in lively discussions as to whether or not a particular object should be included in a group.

After approximately 15 - 20 cards have been viewed and grouped by all the students the specialist names objects from the classroom environment that also can be grouped. The students again identify the group, e.g. the specialist names pencil, marker and crayon -- The students respond with the group name - writing instruments. The next step is for the students to generate a list of items in a category for their peers to identify. Not all the students are confident in doing this but they get more involved as the activity progresses.

The above lesson has been used in a third - sixth grade Learning Handicapped Classroom. It was effective in achieving a number of language goals. The simple vocabulary depicted on these cards provided much needed review of basic objects and their attributes. The complexity level was controlled so that all the students in the class were able to experience success when responding. Additionally, developing classification skills and formulating complex sentences containing clausal conjuctions were language goals for many of these students.

IMPLEMENTATION

C. RESOURCE SPECIALIST

KSC

SCHEDULE A

8:10-9:00----ELLIOTT, WALLIS, STIMSON
9:00-9:30----VEGA
9:30-9:45----RSP
9:50-10:15---EHLERS
10:15-10:30--BREAK
10:30-11:15--ELLIOTT, SCHANGE
11:20-11:30--RSP
11:30-12:00--W.R.T. C.A.I.
12:00-12:45--LUNCH
12:45-1:00---
1:00-1:30----CASILLAS
1:30-2:00----STUDY SKILLS

SCHEDULE B

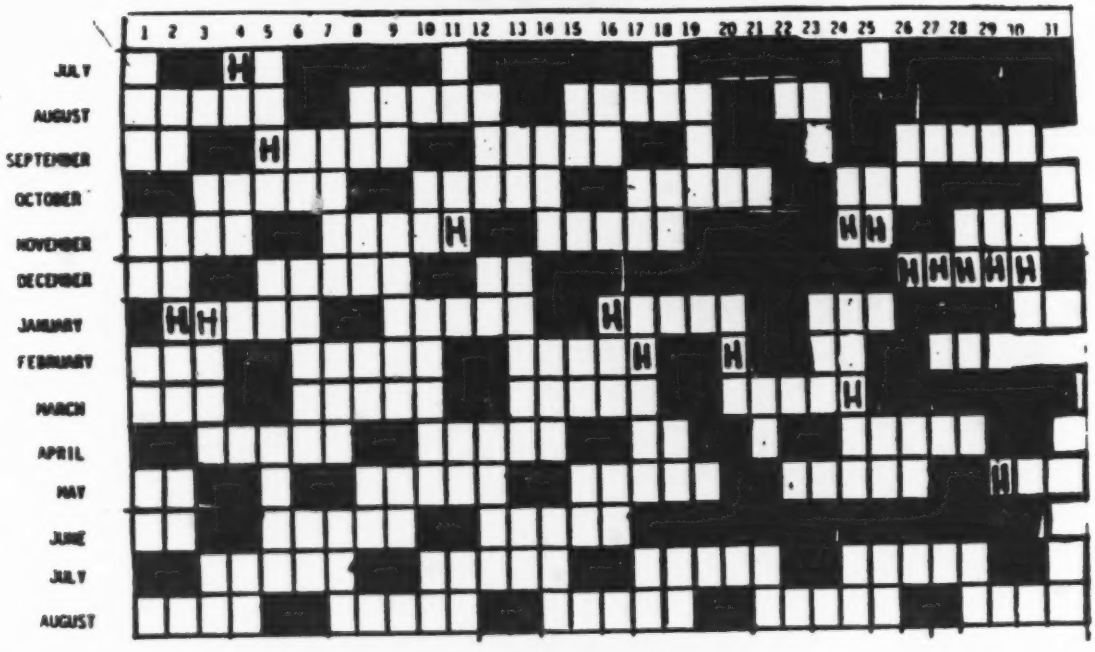
8:10-9:00----KARSTEN, LAMBERT
9:00-9:30----KINZ
9:30-9:40----RSP
9:45-10:05---VEGA
10:05-10:25--BREAK
10:30-11:00--VEGA
11:05-11:15--RSP
11:15-11:45--LAMBERT
11:50-12:30--LUNCH
12:35-1:05---RSP
1:05-1:35----RSP *CHAPTER I *
1:30-2:00----PISTONE

BAYSIDE SCHOOL

RSC OFF SCHEDULE

1988-89 SCHOOL YEAR

*SERVICE TO STUDENTS WILL BE MODIFIED



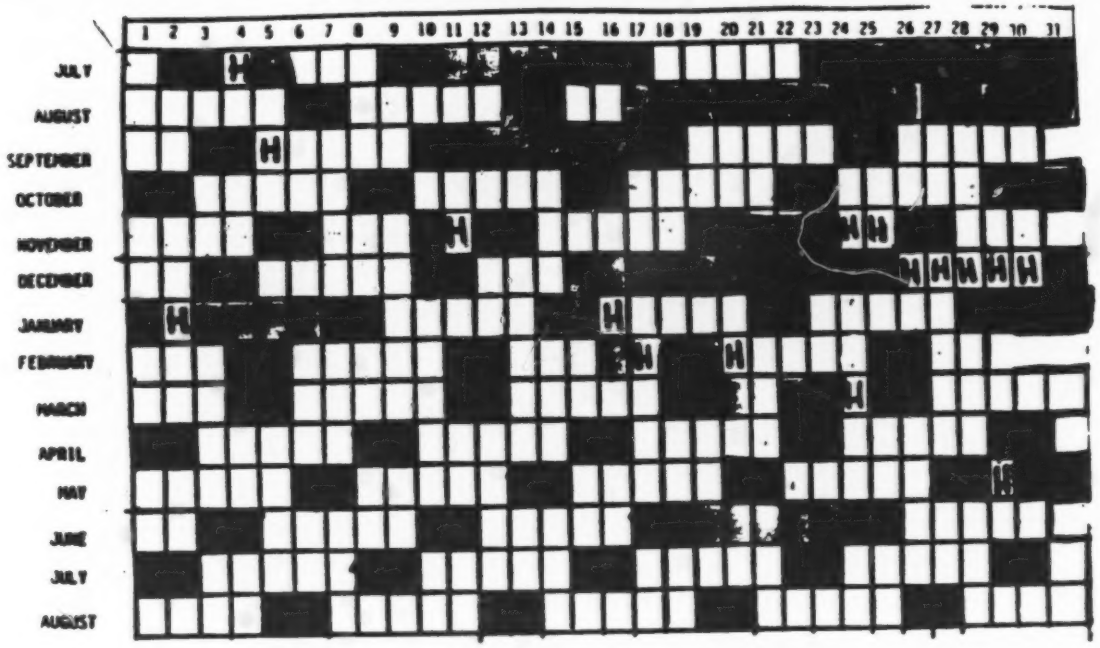
*ANN WILL BE OUT.

BAYSIDE SCHOOL

RSC OFF SCHEDULE

1988-89 SCHOOL YEAR

*SERVICE TO STUDENTS WILL BE MODIFIED



*CHERYL WILL BE OUT.

RSC "TEACHER INPUT SHEET"

TEACHER: Ann Cole FOR THE WEEK OF: _____

STUDENTS TO RECEIVE SERVICE

_____

_____

_____

_____

_____

MONDAY

_____

TUESDAY

_____

WEDNESDAY

_____

THURSDAY

_____

SPECIAL NOTES OR INSTRUCTIONS

RSC "TEACHER INPUT SHEET"

TEACHER: [illegible] FOR THE WEEK OF: 1-11 - 15th

STUDENTS TO RECEIVE SERVICE

Jason - spelling"

MONDAY	Unit 11 - P. 54 - 55 Homework - Put words in ABC order
TUESDAY	P. 56-57 Homework - Write each word 5 x's
WEDNESDAY	P. 58 - Just read story - See if Jason can figure it out. Start dictionary work. Homework look up each word in dictionary
THURSDAY	Continue w/ dictionary work - Take Practice test.

SPECIAL NOTES OR INSTRUCTIONS - Jason has 10 words. Please give him

jug	cage	strange	large	edge
joke	age	change	change	judge

I picked two for each j sounding word.

Bayside School

SOUTH BAY UNION SCHOOL DISTRICT

490 Emory Street
Imperial Beach, CA 92032

Ron Bechtel, Principal
(619) 424-5151

TO: The parents of _____

FROM: Ann Cole, RSP Teacher

This year I am servicing your child in her/his classroom. This, in fact, is the least restrictive environment for your child. I can work directly with the classroom teacher and better meet the needs of your child. I will also be meeting the goals we wrote at the IEP meeting.

The student usually feels better remaining in her/his classroom for supportive help rather than being pulled out to another room. Please feel free to call me at anytime to discuss your child or any other concerns you might have regarding your child's special education program.

Thank you for your continued cooperation in our special education program at Bayside School.

Would you please sign and return to me.

I am aware that my child is being serviced in his/her classroom by the RSP Teacher/RSP Aide.

_____ _____
Parent Signature Date

_____
Student

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Bayside School

SOUTH BAY UNION SCHOOL DISTRICT

490 Emory Street
Imperial Beach, California 92032

RONALD E. BECHTEL, Principal
(619) 424-5151

TO: The Parents of:

FROM: Ann Cole

DATE:

I am the Resource Teacher at Bayside and I will be servicing children in the classroom, who have been identified by their teacher as high achievers.

I am asking permission to work with your child in the classroom at an accelerated pace.

Please feel free to contact me at 575-5977, if you have any questions.

Please return as soon as possible with your child.

I give permission to the Resource Teacher/Aide to work with my child in the classroom.

Parent signature _____

Date_____

Bayside School

SOUTH BAY UNION SCHOOL DISTRICT

490 Emory Street
Imperial Beach, CA 92032

Ron Bechtel, Principal
(619) 424-5151

TO: THE PARENTS OF:

FROM: ANN COLE

I am the Resource Teacher at Bayside and I will be servicing children who have been identified by their teacher as having difficulty in some area of the curriculum.

I am asking permission to offer extra help to your child.

Please feel free to contact me at 575-5977, if you have any questions.

PLEASE RETURN AS SOON AS POSSIBLE WITH YOUR CHILD

- -

I give permission for my child _____ to receive extra help from the Resource Teacher/Aide.

PARENT SIGNATURE _____

DATE: _____

AC/cq

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Bayside School

SOUTH BAY UNION SCHOOL DISTRICT

[illegible]0 Emory Street
perial Beach, CA 92032

Ron Bechtel, Principal
(619) [illegible]-5151

To the Parents/Guardian of _____

_____ has recently been having difficulty in the classroom and has been referred to me. I would like to assess your child's academic achievement so that we might further help his/her progress.

Please sign below to give us your permission for this short test. Thank you in advance for your cooperation.

Ann Cole
Resource Specialist

_____ Yes, I give my permission for the Wide Range Achievement Test to be administered to my son/daughter.

_____ _____
Parent Signature Date

_____ _____
Student Name Room

BAYSIDE ELEMENTARY SCHOOL

SPECIAL EDUCATION SERVICES

MEMORANDUM

TO: Whom It May Concern

FROM: Ann Cole, Resource Specialist Consultant

DATE:

Student:

I have serviced the above child as an RSC student in my program for the past _____ months.

I have given direct instruction in a small group to the above student in the following areas of core curriculum:

READING:	BOOK	_____
	LEVEL	_____
MATH	BOOK	_____
	LEVEL	_____
SOCIAL STUDIES	BOOK	_____
	LEVEL	_____
SCIENCE	BOOK	_____
	LEVEL	_____

I have also worked with this child to improve organizational skills to help him/her become more successful in his/her classroom.

Please feel free to contact me at 575-5977 if you have any questions regarding this student.

SOUTH BAY UNION SCHOOL DISTRICT
IMPERIAL BEACH, CALIFORNIA

BAYSIDE SCHOOL

MEMORANDUM

TO:

FROM: ANN COLE, R.S.P. TEACHER

SUBJ: **I.E.P. GOALS**

The goals we wrote at I.E.P. meeting ( ) are now being met by the classroom teacher.

If at anytime , you, or the classroom teacher feels the need for additional support service, please let me know right away.

Please feel free to contact me at anytime regarding school progress.

R.S.P. Teacher's Signature _____

BLAT Chairperson _____

Classroom Teacher _____

Parent's Signature _____

AC/cq

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1/27/89

South Bay Union School District

Award of Merit

for Outstanding Achievement
This is to Certify that

Lidia Sarmiento

has shown exceptional ability and achieved outstanding recognition in

Reading

Given this 27th day of January, 19 89.

Bayside School
School

Signed Cheryl Burrows
Ann Cole

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CLASSROOM NEWS

12/9/88

HELLO MR. KARSTEN,

JUST A NOTE TO LET YOU KNOW WHAT REBECCA, DESTRY, AND ABEL HAVE DONE THIS WEEK IN READING. OUR OBJECTIVE THIS WEEK WAS TO REVIEW CONTRACTIONS, NOTING IMPORTANT DETAILS, AND AS ALWAYS, BUILDING VOCABULARY. I SELECTED ONE VOCABULARY WORD FROM THEIR STORY WHICH THEY DID NOT KNOW, THE WORD WAS COLLAGE. THEIR ASSIGNMENT WAS TO LOOK THE WORD UP IN THE DICTIONARY , WRITE THE DEFINITION USING THEIR OWN WORDS, AND TO WRITE A SENTENCE. THEY ALSO MADE A COLLAGE OF THEIR OWN, WHICH THEY WILL BE BRINGING TO CLASS ON MONDAY FOR YOU TO SEE. THEY ARE VERY PROUD OF THEIR COLLAGE, AND THE BUILDING OF THEIR VOCABULARY.

DESTRY HAD A VERY GOOD WEEK, HE TURNED IN ALL OF HIS ASSIGNMENTS . HE STAYED ON TASK AT ALL TIMES, AND IS VERY WILLING TO COOPERATE AND PARTICIPATE IN THE GROUP. I'M VERY PROUD OF DESTRY AND THE WORK HE HAS DONE TO IMPROVE HIMSELF.

ABEL CONTINUES TO WORK VERY HARD, TURNING IN ALL ASSIGNMENTS. ABEL HAS PRODUCED NOTHING BUT QUAILTY WORK THIS WEEK, I AM VERY IMPRESSED WITH HIS PENMANSHIP.

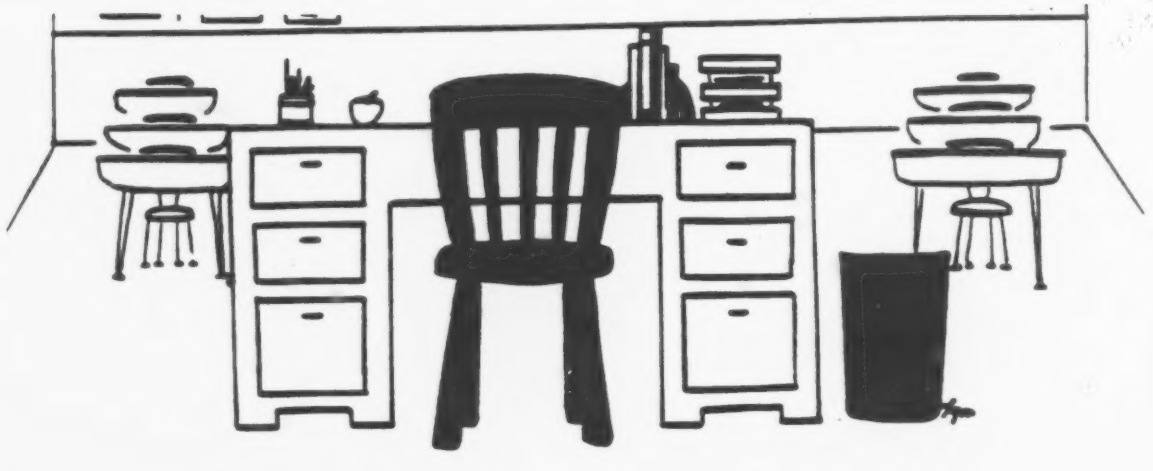
MISS REBECCA DID TURN IN ALL ASSIGNMENTS REQUIRED BY THE END OF THE WEEK.I'M HAPPY TO REPORT, HOWEVER, THE ROCKY START THE FIRST PART OF THE WEEK HAD ME WONDERING.

TODAY, BOTH REBECCA AND DESTRY CORRECTED, COMPLETED, AND TURNED IN AT LEAST THREE READING KIT WORKSHEETS. ABEL IS DOING WELL IN HIS KITS AND DOESN'T SEEM TO NEED TOO MUCH MONITORING.

I WOULD LIKE TO THANK YOU MR. KARSTEN FOR ALL THE POSITIVE REINFORCEMENT YOU GIVE TO THESE STUDENTS, AND THE SUPPORT YOU GIVE TO US. THANK YOU.

HAPPY HOLIDAYS,
CHERYL

P.S. WE ARE GOING ON VACATION ON THE 15TH OF DECEMBER, AND WILL NOT BE RETURNING UNTIL JANUARY 4TH, 1989.



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"the Honey Club"

STUDENT OF THE DAY

APPLE-GRAM

TEACHER Mrs. Vega

I JUST WANTED TO LET YOU KNOW that our efforts with the Excel group (Corrina, Erick, Marc, Justin C., Lacy) are working!

I spoke to Corrina about her math paper with careless mistakes and I have seen a complete turn around the past 3 days. She has shown that she knows the concepts with very little assistance.

Marc, Lacy, & Jason boodman are working on the same topic, and Erick, who still needs that 1 on 1 to stay on target.

We will focus in on

Please tell the "Honey Clubs" to keep up the hard work, I love it! Keep smiling, C.

BAYSIDE ELEMENTARY SCHOOL

SPECIAL EDUCATION SERVICES

MEMORANDUM

DATE:

TO: Virginia

FROM: Ann

SUBJECT: 9.20.88

Update from RSC

the girls finished the Newbery Award book Sarah Plain and Tall and next week will be doing writing activities using the writing strategy - webbing and clustering and the finished product to be well developed paragraphs. It will be a character development of the main heroine, Sarah.

If you have the chance, ask the girls to share their learning journals with you - Debra's is excellent -

Ann

Sarah, Plain and Tall

Patricia MacLachlan

MR. KARSTEN AND MRS. COLE TEAMED TOGETHER TO PRESENT THE JOHN NEWBERY AWARD WINNING BOOK, SARAH, PLAIN AND TALL (1986) WRITTEN BY PATRICIA MACLACHLAN TO THE STUDENTS IN MR. KARSTEN'S FOURTH GRADE CLASS.

THE CLASS TOOK AN ACTIVE ROLE IN THE DIALOGUE OF THE BOOK THROUGH ORAL DISCUSSION AND JOURNAL WRITING.

THE STUDENTS WOULD LIKE TO SHARE THEIR WRITINGS WITH YOU. THE ASSIGNMENT WAS TO WRITE A SEQUEL CHAPTER TO THE BOOK. A SEQUEL IS A CONTINUATION OF THE BOOK.

WE THINK YOU'LL AGREE THE CHILDREN WERE MOST CREATIVE AND IMAGINATIVE IN THEIR SEQUELS.

THE CHILDREN PLAN TO SEND THEIR SEQUELS TO THE AUTHOR WHO LIVES IN MAINE.

ANN G. COLE, M.A.
Resource Specialist Consultant
Mentor Teacher

POSITIVE ASPECTS OF THE RESOURCE CONSULTANT PROGRAM

STUDENTS BEING SERVICED IN THEIR CLASSROOM

- child's self image enhanced
- teacher doesn't have to re-teach skill
- fewer disruptions to teacher's schedule
- THIS IS THE LEAST RESTRICTIVE ENVIRONMENT

REACHING CHILDREN "AT RISK"

- students who have not qualified for support services in the past and who would benefit are now being serviced
- both teachers and parents appreciate the extra support services and in many cases students are appreciative as well

INTERVENTIONS FOR KINDERGARTEN STUDENTS

- reach kindergarten students before they fail
- teach strategies for success

MODELING LESSONS FOR CLASSROOM TEACHERS

- introducting the California Language Arts Framework
- modeling the district's core literature program in the classrooms
- modeling strategies in the classroom that will help RSP and low performing students be mre successful in their classroom and that teachers will later implement

CONTINUING TO SERVICE THOSE STUDENTS WHO EXIT FROM THE PROGRAM

- those student who no longer qualify can continue to receive support services, i.e. from RSP to RSC

BRIDGING THE GAP BETWEEN REGULAR AND SPECIAL EDUCATION

- the Regualar Education Initiative

COLLABORATION BETWEEN TEACHER, PARENT, AND RSP TEACHER

- observation and conferences

RSP STUDENT MORE INVOLVED IN HIS PROGRAM OF EDUCATION

- student helps to write his goals (when appropriate)
- RSP explains goals to student following IEP meeting

RSC PROGRAM MORE ALIGNED WITH SCHOOL PROGRAM

- RSC student takes part in Award Ceremonies
- RSC student takes part in Literature Fairs, etc.

RSC IMPLEMENTS STUDY HALL

- re-teach skill not learned
- prepare for up-coming test
- oral reading together
- begin homework assignment
- help with classroom reports

RSC IMPLEMENTS CORE CURRICULUM

- a right of every student

WHAT TEACHERS LIKE ABOUT THE RSC MODEL

- "at-risk" students being serviced
- first year teachers like support
- kindergarten teachers like interventions
- RSP to be part of teacher's conference
- feedback of students progress
- modeling of lessons in the classroom
- their students not being pulled and missing direct instruction of core curriculum
- indirect services that RSC offers
- support and partnership of regular and special education

WHAT PARENTS LIKE ABOUT THE RSC MODEL

- extra support for their children who in the past didn't qualify
- suport continues for their children after they exit from the program
- no pull-out (self esteem is enhanced)
- consultation with parent and RSC, sharing information, books, magazines, writing contracts, and listening

WHAT STUDENTS LIKE ABOUT RSC MODEL

- staying in their classrooms
- not missing core curriculum and having to make-up missed work as homework
- study hall for extra support
- doing core literature

WHAT RSC TEACHER LIKES ABOUT THE RSC MODEL

- servicing in the classroom
- sharing ideas with teachers
- learning from teachers
- communicating with teachers about special ed. students
- enhancing RSP students self esteem
- sharing with parents
- being creative with a new program
- the challenge of a new program
- seeing progress of the students serviced
- core literature turning on my students to reading

INTRODUCING AND IMPLEMENTING THE RSC MODEL AT YOUR SCHOOL SITE

FIND A "BUY IN" FOR THE TEACHER
- Example...Two IEP students with reading goals in teacher's class, ask teacher if there are other students with the same needs who can be included in the group. Probably in the teacher's low reading group. You can service that group in the classroom meeting the IEP goals for the RSP students while servicing "at risk" students.

SEEK OUT
- mentor teacher
- teacher of the year
- new teacher
- friend
- teacher open to change
- service children in their classroom

BUILD A RAPPORT WITH THESE TEACHERS

RSC VISIBLE IN THE CLASSROOM; VERY IMPORTANT
- teacher will stop direct instruction to watch and listen
- later you will see strategies you used implemented
- RSC also learns teaching strategies from watching and listening to the classroom teacher

CONFIDENTIALITY
- utmost importance
- what you see and hear stays right there in that classroom

IN THE TEACHER'S CLASSROOM
- teacher's domain
- you are a visitor
- bring everything you need (notebook with pouch, rollcart, etc.)
- leave the room the way you found it, i.e. blackboard erased, chairs pushed in, papers collected, etc.
- give updates to teacher on progress of students

NOTEBOOK WITH POUCH
- portable classroom
- things to include (pencils, erasers, magic markers, glue, scissors, tape, crayons, kleenex, and positive reinforcers)
- notebook includes lesson plans, grading of papers, schedule and other necessary things to serve in the classroom

RSC AIDE
- RSC teacher writes lesson plans and objectives according to IEP goals for the aide to assist in implementing the objectives
- RSC teacher gives inservice to aide weekly on strategies to use with the children during that week
- interaction and communication between aide and teacher is very important
- plans are written in notebook, aide works out of one notebook and teacher works from another notebook, the following week notebooks are switched. In this manner RSC teacher is monitoring all the students as well as monitoring the aide

95 "END OF DOCUMENT"